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IDENTIFIERS	*Oxnard School District CA

ABSTRACT

The trustees and administrators of the Oxnard School District, which currently serves approximately 12,000 students, recognized as early as 1970 that additional school sites had to be acquired and new schools constructed to accommodate a very substantial increase in student enrollment. Oxnard is located in one of the nation's fastest growing areas: the city's current population is about 125,000; by the year 2000 it is projected to be 175,000. Since the 1976-77 school year, when student enrollment finally exceeded the available space as provided on a traditional September-June schedule, the Oxnard district has operated a four-track year-round education program. Oxnard's year-round plan, which was phased into every school in the district by 1986, provides for three tracks to remain in school while a fourth vacations; thus, the school operates at full capacity for 12 months a year. Some benefits the district has enjoyed because of its continuous education schedule include: (1) economy of scale for student enrollment in per-pupil expenditures; (2) more efficient use of instructional materials; (3) reduced student and teacher absenteeism; and (4) a reduction in vandalism, burglary, and graffiti. Numerous graphs, newspaper article reproductions, schedules, and forms regarding Oxnard's year-round education program are included. (4 references) (KM)

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ED324817

YEAR-ROUND EDUCATION
IN THE
OXNARD SCHOOL DISTRICT

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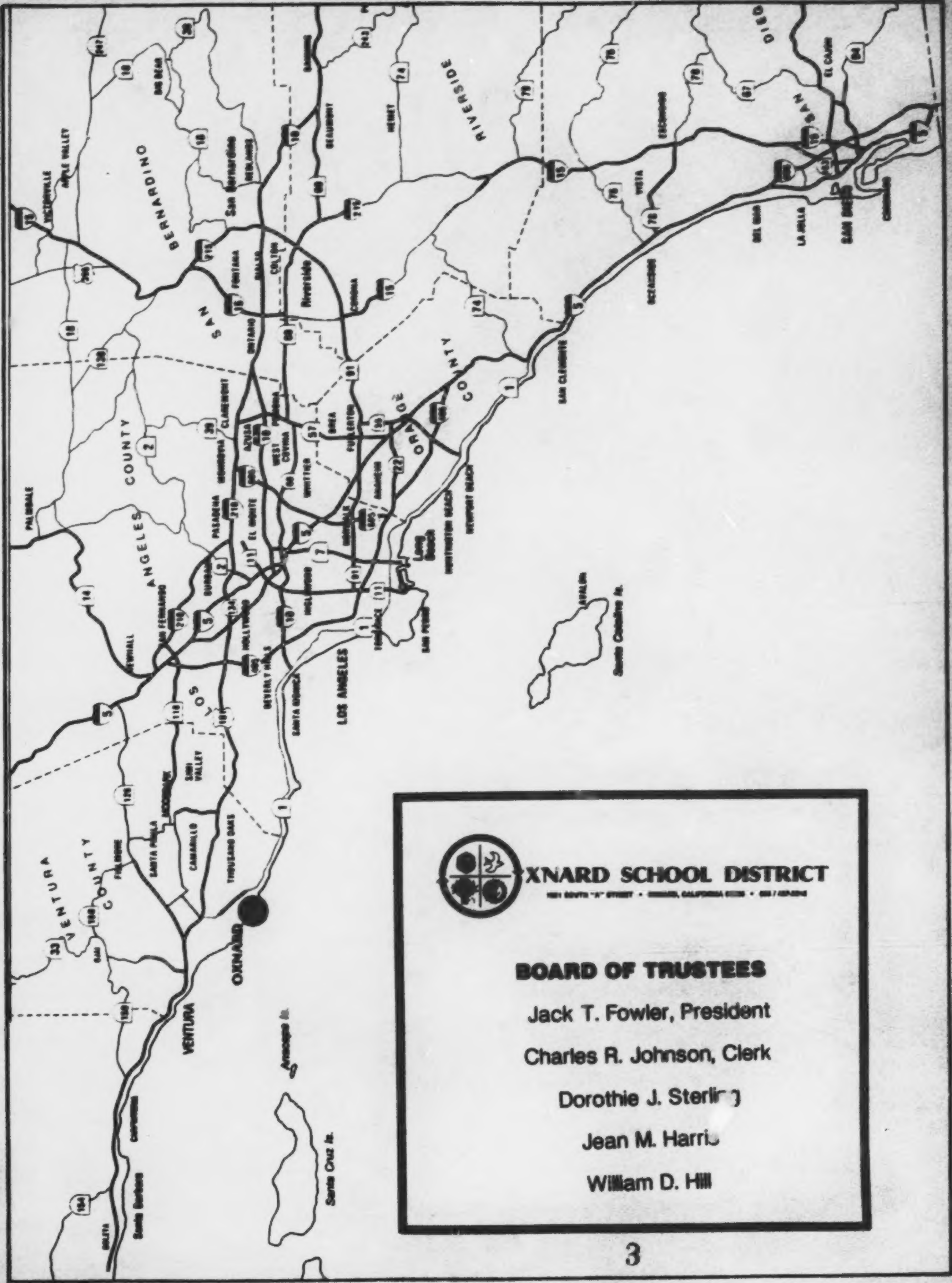
AND RELATED YRE REFERENCES

Norman R. Brekke
Superintendent, Oxnard School District
1051 SOUTH "A" STREET • OXNARD, CALIFORNIA 93030 • 805 / 487-3918

February, 1990

EA 022 356



OXNARD SCHOOL DISTRICT

[illegible] SOUTH "A" STREET • [illegible] CALIFORNIA [illegible] • [illegible]

BOARD OF TRUSTEES

Jack T. Fowler, President

Charles R. Johnson, Clerk

Dorothie J. Sterling

Jean M. Harris

William D. Hill

OXNARD SCHOOL DISTRICT

1051 SOUTH "A" STREET • OXNARD, CALIFORNIA 93030 • 805 / 487-3918

FOR MORE INFORMATION REGARDING THE YRE CALENDAR, PLEASE CALL:

Curren School
1101 North "F" Street
Loretta Carter, Principal
487-3918 Extension 302

Driffill School
910 South "E" Street
Pete Nichols, Principal
487-3918 Extension 311

Elm Street School
450 East Elm Street
John MacArthur, Principal
487-3918 Extension 321

Fremont Junior High School
1130 North "M" Street
Dennis Williams, Principal
487-3918 Extension 332

Harrington School
2501 Gisler Avenue
Dr. Juanita Sanchez-Valdez, Principal
487-3918 Extension 347

Haydock Junior High School
647 West Hill Street
Ronald D'Incau, Principal
487-3918 Extension 356

Juanita School
224 North Juanita Avenue
Tony Zubia, Principal
487-3918 Extension 370

Kamala School
634 West Kamala Street
Mexie Duff, Principal
487-3918 Extension 384

Lemonwood School
2200 Carnegie Court
Carolyn Banks, Principal
487-3918 Extension 444

Marina West School
2501 Carob Street
Dr. Frank Rodriguez, Principal
487-3918 Extension 392

Christa McAuliffe School
3300 West Via Marina Avenue
Paul Kirk, Principal
487-3918 Extension 306

McKinna School
1611 South "J" Street
Dr. Connie Hershkowitz, Principal
487-3918 Extension 404

Nueva Vista School
925 South "A" Street
Ruth Battle, Supervisor
Student Welfare & Attendance
487-3918 Extension 206

Ramona School
804 Cooper Road
Dennis Johnson, Principal
487-3918 Extension 412

Rose Avenue School
220 South Driskill Avenue
Ernest Morrison, Principal
487-3918 Extension 420

San Miguel School
2400 South "J" Street
Jamie French, Learning Director
487-3918 Extension 429

Sierra Linda School
2201 Jasmine Avenue
Edmundo Chavez, Principal
487-3918 Extension 434

DISTRICT OFFICE

1051 South "A" Street

NORMAN R. BREKKE
Superintendent

BERNARD J. KORENSTEIN, Ed.D.
Assistant Superintendent
Educational Services

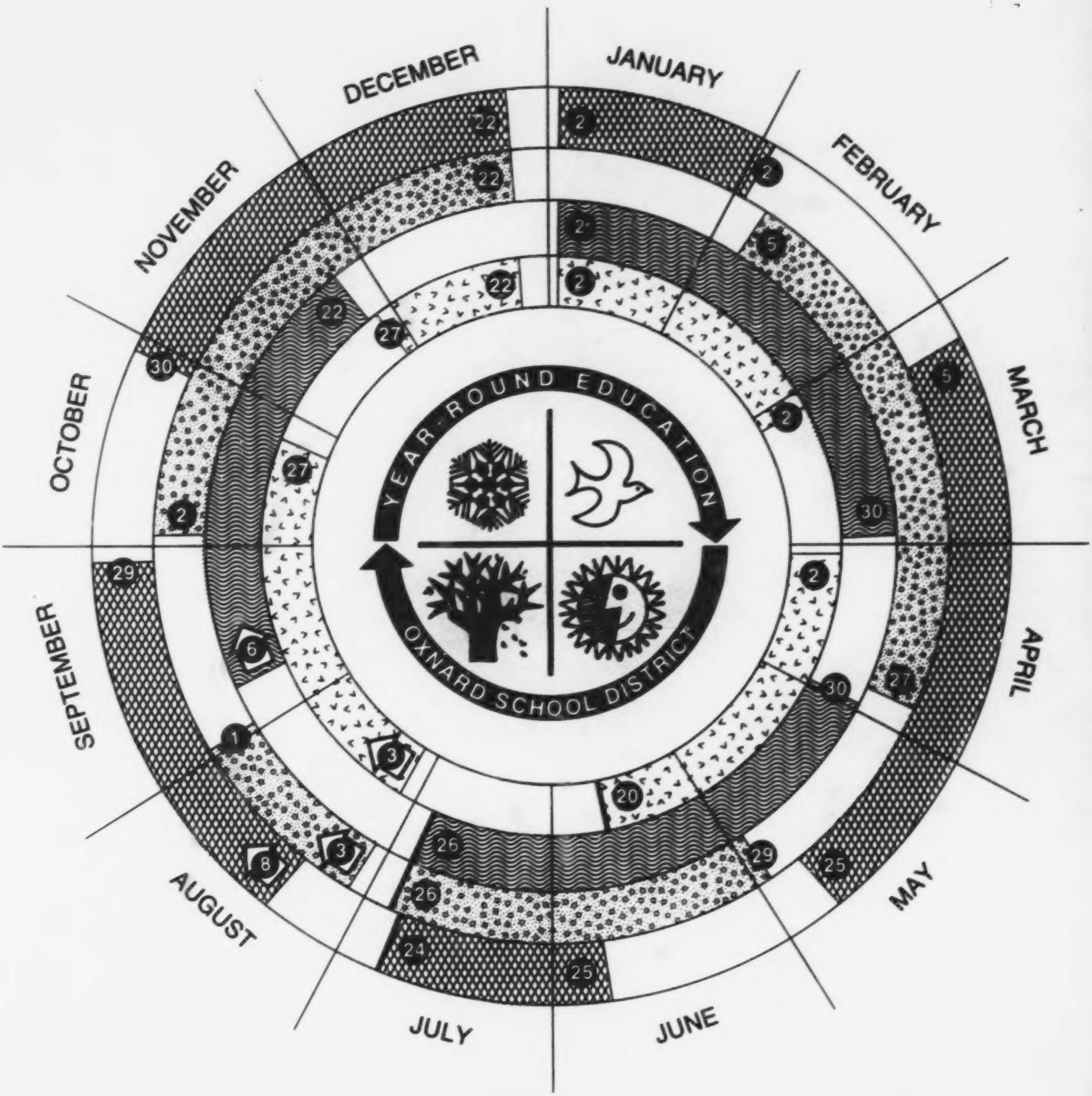
ARDYCE M. DRISKILL
Assistant Superintendent
Business and Fiscal Services

KENT PATTERSON
Assistant Superintendent
Personnel Services

1989-90 HOLIDAYS

September 4, 1989	Labor Day
November, 10, 1989	Veterans Day
November 23-24, 1989	Thanksgiving Holidays
December 23-31, 1989	Winter Vacation
January 1, 1990	New Year's Holiday
January 15, 1990	Dr. Martin Luther King, Jr. Day
February 16, 1990	Lincoln Day
February 19, 1990	Washington Day
April 13, 1990	Spring Vacation
May 28, 1990	Memorial Day
July 4, 1990	Independence Day

1989-90
School Year Calendar



Vacations

▩	YRE Track A	(July 28-Aug. 7) (Sept. 30-Oct. 29) (Dec. 23-Jan. 1) (Feb. 3-Mar. 4) (May 26-June 24
░	YRE Track B	(July 26-Aug. 2) (Sept. 2-Oct. 1) (Dec. 23-Feb. 4) (Apr. 28-May 28)
▒	YRE Track C	(July 29-Sept. 5) (Nov. 23-Jan. 1) (Mar. 31-Apr. 29)
⁘	YRE Track D	(June 24-Aug. 2) (Oct. 28-Nov. 26) (Dec. 23-Jan. 1) (Mar. 3-Apr. 1)

YEAR-ROUND EDUCATION IN THE OXNARD SCHOOL DISTRICT

The Oxnard School District--General Information

The Oxnard School District is a K-8 school system serving approximately 12,000 students within the City of Oxnard, California.

The District, desegregated by a federal court order in May, 1971, currently has a student population which is 71% Hispanic, 20% White, 5% Black, 2% Asian and 2% Filipino.

Located on the Pacific Coast between Los Angeles and Santa Barbara in one of the fastest growing regions in the United States, Oxnard is a rare combination of relaxed sea-side atmosphere and thriving business community. The economic base of the area is enhanced by prime agricultural land (citrus, vegetables and strawberries), tourism associated with beautiful beaches, major industrial and commercial centers, two major military bases (Navy Construction Battalion Center at Port Hueneme and Point Mugu's Pacific Missile Test Center) and a major deep water harbor.

The City's current population is estimated at 125,000, with 175,000 projected for the year 2000.

This growth in population, during a period of extreme funding limitations for new school facilities, has required that the District make the most economically efficient use of its 13 elementary and 2 intermediate schools through phased implementation of a Year-Round Education program.

Why YRE?

The trustees and administrators of the Oxnard School District recognized as early as 1970 that additional school sites had to be acquired and new schools constructed to accommodate a very substantial increase in student enrollment.

The District responded to this need by:

- Acquiring the 11.0 acre Stitch Site in 1971 (at Cabrillo and Gallatin in north Oxnard) for an elementary school;
- Acquiring the 13.9 acre Walsh Site in 1976 (at Offshore and Via Marina in west Oxnard) for an elementary school;
- Pursuing a $1.5 million bond election on September 18, 1973, to construct the Lemonwood School and to do a partial rehabilitation of Ramona School. This election failed;
- Pursuing a tax-rate election for $3,397,000 on May 27, 1975, for the Lemonwood School and an elementary school on the Walsh Site. This election failed.

While every reasonable effort had been made to project the need and to finance new school construction prior to 1976, it was evident that the unsuccessful bond and tax elections required consideration of a more innovative approach to housing students.

Failed elections for school building funds in 1973 and 1975 seemed to reflect the tax limiting/reducing mood of the public which produced Proposition 13 in 1978.

From 1978 through 1986, Proposition 13 restricted local bond or tax elections for the acquisition of property or school building construction. This 8-year limitation was changed by Proposition 46, adopted in June, 1986, which again permits general obligation bonds to be authorized in California, with a two-thirds vote, for the acquisition of property and the construction of school facilities. Even with the restrictions of Proposition 13, the District constructed Lemonwood School over a 7-year period with SB 201 developer fee funds.

Beginning with the 1976-77 school year, the Oxnard School District incurred a student enrollment which finally exceeded its available classroom space as provided on a traditional September-June school year. In the fall of 1976, Marina West and Rose Avenue schools implemented a 60-20 four-track year-round education program with staggered vacation schedules for students and staff. While these schools also maintained a fifth track for students on the traditional (September-June) calendar, the District found YRE an expedient way to accommodate its burgeoning enrollment.

> Tennessee has $4 billion worth of school buildings that are used for teaching students 180 of 365 days a year. Most of the other 185 days they sit empty and silent.
>
> Tennesseeans aren't rich enough to waste money at that rate. Every day you keep $4 billion out of the bank not earning 10% interest costs $1.1 million.
>
> Nor are Tennesseeans well enough educated to keep schools closed half a year. How can we justify closing schools when half our community college freshman haven't learned high school skills and a third of our ninth graders lack eighth grade skills?
>
> Lamar Alexander, Governor of Tennessee

Phased implementation of YRE

During a ten-year period as additional classroom capacity was required, all schools were added to the YRE schedule.

Marina West (K, 1-3)	1976-77	Ramona (K, 1-3)	1982-83
Rose Avenue (K, 4-6)	1976-77	Sierra Linda (K, 4-6)	1982-83
Driffill (K-6)	1980-81	Fremont (7-8)	1982-83
Juanita (K, 1-3)	1981-82	Haydock (7-8)	1983-84
Curren (K, 4-6)	1981-82	Lemonwood (K-6)	1985-86
McKinna (K-6)	1982-83	Elm Street (K, 4-6)	1986-87
Kamala (K-6)	1982-83	Harrington, (K, 1-3)	1986-87
		McAuliffe (K-6)	March, 1989

From the 1976-77 through the 1982-83 school year, parents had an option to enroll their children in YRE track A, B, C, D or track T (traditional); beginning with the 1983-84 school year, it was necessary to reduce the number of traditional classes at all schools to generate the increased seating capacity provided by YRE.

During the 1983-84, 1984-85 and 1985-86 school years, students were assigned to traditional classes on a first-enrolled, first-assigned basis; when these classes were filled, parents had to select one of the four YRE tracks.

Beginning with the 1986-87 school year the need for classroom space forced the elimination of the traditional track at five schools (Driffill, McKinna, Kamala, Harrington and Elm Street).

The 1987-88 school year began with a need for all schools to function on a YRE-only schedule.

The transition from traditional to YRE-only schools has been accompanied by a very high degree of staff and community support.

State (Leroy Greene School Building Lease-Purchase Act) funds were authorized for the construction of Christa McAuliffe Elementary School in June, 1985. This 1,200 student school was opened for students on March 1, 1989.

On April 12, 1988, the Oxnard School District passed a $40 million bond election with a 70.9% vote of support for four new schools -- one intermediate and three elementary schools. The construction schedule for these schools will allow the District to keep one step ahead of its enrollment growth during the 1990's; YRE will continue to be a long-term need at all existing and new schools.

> **Our nine-month school calendar was based on the needs of farmers. Youngsters were needed on the farm during June, July, and August, so the school summer vacation was created. Students attended school 170 to 180 days per year.**
>
> **Today, most Americans do not live on farms, but the school calendar has not changed much. Most states still schedule for about 180 days, with three months off in the summer.**
>
> **Time for Results**
> **The Governors' 1991 Report on Education**
> **National Governors' Association**
> **Center for Policy Research and Analysis,**
> **August 1986**

Keys to the Success of YRE in the Oxnard School District

- Start EARLY
- Assure Staff/Community INVOLVEMENT
- Determine the NEED
- Start SMALL
- Provide OPTIONS

In 1974, a year and a half before YRE was implemented in Oxnard, the Staff and Board recognized that enrollment growth and lack of school construction funds justified a thorough study of YRE. A 45 member Board-appointed advisory committee, with a broad base of representation -- parents, teachers, classified staff, administrators, Board members, and community leaders -- conducted an extensive study of YRE. Visitations were made to 8 YRE school districts and consultants from several of these districts, including the State Department of Education, were brought to Oxnard to share information and to respond to questions. This committee validated the need and the desirability of a YRE program in the Oxnard School District, and made several recommendations concerning the implementation of this program.

One recommendation was to start small with two schools. Marina West, a K, 1-3 grade school, and Rose Avenue, a K, 4-6 grade school -- paired by a federal desegregation court order -- were identified as being the most crowded of the District's schools and the first to initiate a YRE program.

The INERTIA of TRADITION

INERTIA, in UR shuh, is a quality, or property, of all matter which makes bodies resist any change in their motion. They resist any force that puts them in motion, or that speeds, slows, or stops them once they are moving. To see how inertia works, tie a small cord to a hammer or a flatiron and jerk the hand up quickly. The cord will break. But if you pull steadily and slowly you can lift the weight without breaking the cord.

The scientific statement of the law of inertia is:

A body at rest remains at rest, and a body in motion moves in a uniformly straight course, unless some force acts on it from the outside.

Because of inertia, some outside force must always be supplied to produce or arrest motion. The heavier the body, the greater must be the force. Under ideal conditions, without friction, it takes just as much work, or energy, to stop a moving body as it does to make the body move. But the amount of the force needed to produce this work depends on the distance, and therefore the time, during which the force is acting. It takes a much larger force to make a standing object gain a certain speed quickly than to give it the same speed over a long time.

Also, it takes a large force to stop a moving object quickly. A smaller force will do if the object is to be stopped in a longer space of time.

The most significant recommendation which assured the long-term success of YRE in the District was to provide 5 calendar options: YRE Tracks A, B, C and D, plus Track T (the traditional June-September calendar).

While a great deal of information and encouragement was given to parents urging their selection of YRE track A, B, C, or D, parents who still preferred the traditional (September through June) track were given this choice. In the first year (1976-77), about 40% of the enrollment at Rose Avenue and Marina West schools was in YRE, 60% remained in traditional classes. With each succeeding year, the YRE enrollments grew. By the 1982-83 school year, 60% of the Marina West and Rose Avenue enrollment was in YRE by parent choice.

When the District's third school (Driffill) began YRE in July, 1980, 62% of its 980 student were enrolled to YRE tracks by parent choice.

The "inertia of tradition" was great during the first two to three years of the program. However, during these years, teachers and parents began to recognize the desirability of the 3-vacation schedule provided by the 60-20 YRE plan; the level of comfort and acceptance soon developed into a solid commitment and support for YRE.

In the 10-year period from 1976 to 1986, the Oxnard School District phased in YRE at every school. During the last 5 years, the Traditional track at these schools was significantly reduced to generate the needed seating capacity for a growing student enrollment.

Perhaps the greatest indication of the District's success with YRE came on March 12, 1986, when the Board of Trustees ordered the elimination of the few remaining traditional classes at Driffill, McKinna and Kamala schools, and converted Harrington and Elm Street from traditional schools to YRE-only schools beginning in July, 1986.

Even though parents at these schools had been informed through written notice, extensive news-coverage and school-level meetings that this action was being recommended by the Superintendent, no one at the Board meeting spoke in opposition to the recommendation to create five YRE-only schools. Two parents, however, spoke in opposition to a recommended school boundary change and in support of an expanded student busing program.

A further indication of the District's success with YRE came on January 14, 1987 when the Board of Trustees determined that the space needed to house its students for the 1987-88 school year required the elimination of the remaining traditional classes district-wide.

> **"If the quarter of a trillion dollars America currently has invested in public school buildings were cash in hand, earmarked for replacement of the existing system, would we rebuild what we have now or design something better? The question is not entirely rhetorical. The cash is not in hand, of course. But in the coming decades we will replace most of our school facilities."**
>
> **Ted Schwinden**
> **Governor of Montana**

A Community and its Schools Working together for Year-Round Education and Year-Round Vacations

About 12,000 (K-8) students in 15 schools of the Oxnard School District are enrolled in a (YRE) Year-Round Education program. It is also accurate to state that these same students are enrolled in a Year-Round Education/Year-Round Vacation program; YRE and YRV are inseparable elements of the same "staggered 4-track" school calendar.

Oxnard's 60-20 YRE/YRV school calendar groups students into four tracks; each track attends school for three 60 school-day (3-month) blocks with a 20 week-day (one-month) vacation period separating each of the three (trimester) instructional periods.

In such a plan, three tracks are always in school; one track is always on vacation; and a school operates at full capacity for 12-months a year.

For the Oxnard School District, this means that approximately 9,000 students are always in school; about 3,000 students are always on vacation.

When Oxnard's YRE/YRV program was initiated in 1976, the governing board and staff assured parents that the plan would provide all of the instructional programs and services which had been available to students on the traditional September-June school year.

To meet this commitment, District staff worked closely with the Oxnard Parks and Recreation Department, Boys Club, Girls Club, scout organizations and other agencies providing services to children and youth to assure year-round access to the same programs and activities generally provided only during the summer months. These organizations and agencies have recognized the need and the unique opportunities for year-round "summer" programs.

> **The decision to implement a year-round program, particularly for the first school in a district, affects the entire community. Child care, law enforcement, and recreational agencies are usually directly affected by the change in schedule. Because child care services are usually planned for the traditional school year, provisions need to be made for child care year-round when a school converts to a year-round program. For law enforcement agencies to identify students who are legitimately on vacation, some school districts issue special identification cards to students indicating the track to which the student is assigned. And adjustments need to be made by recreational agencies to serve the needs of students in year-round schools throughout the year.**
>
> **Year-round Education: Year-round Opportunities**
> **A Study of Year-round Education in California**
> **California State Department of Education, 1987**

The Boys Club and Girls Club have added staff for a full year-long schedule of activities; the local parks and recreation department now offers essentially the same programs 12-months a year, and scout and other youth organizations have likewise adjusted their programs to accommodate YRE/YRV.

When student vacations occur on a staggered scheduled throughout the year, they can experience less crowded conditions at the Boys Club, Girls Club and the local park and recreational facilities than during the summer months.

There are far greater opportunities for tennis lessons, for example, when offered year-round than would be possible with a limited number of courts during the summer months.

Our schools' YRE/YRV program has provided the opportunity for year-round use of the community's youth services and facilities; such use is not only organizationally efficient and cost-effective, but, most importantly, multiplies their benefit for our young people.

For the past 40 years, the Rotary Club of Oxnard, in cooperation with the Oxnard Parks and Recreation Department, has conducted a basketball tournament during February and March for students in grades four through eight. Even though YRE track A is on vacation in February, and YRE track B is on vacation in March, these students are encouraged to participate in this popular after-school activity.

Summer camp, provided by scout organizations, churches, YMCA and other agencies, has been a long-standing tradition for many youngsters during June, July and August.

Students assigned to our YRE tracks A, C and D have a 3 to 4 week vacation during the summer months, and it is generally possible to schedule a week-long summer camp during this period. YRE track B, however, is in session during June, July and August. "Special consideration" is given to YRE track B students who wish to participate in a summer camp program.

California Education Code, Section 48205 allows students to be excused from school for justifiable personal reasons when such absences are approved in advance by the school principal. While these absences are not eligible for state apportionment funding, we believe that summer camp, normally a one-week program, is a "justifiable personal reason" for a student's absence from school.

The same consideration is given for Vacation Bible School programs.

Since YRE provides each student three staggered one-month vacation periods a year, some churches are considering a year-round program of religious education. Pastors and others involved in religious instruction are no longer limited to a single (summer) session Bible School; the program may now be offered 12 times (months) a year. Since each of the four YRE tracks has 3 separate vacation months each year, it is possible for a student to participate in 3 separate "Vacation Bible School" sessions spread throughout the year.

With 13 years of YRE experience, parents and staff of the Oxnard School District have found that June, July and August are not necessarily the best vacation months. A family vacation during the summer tourist season, whether it is at Disneyland, San Diego Zoo, Yosemite, the beach, parks, or similar locations, is certain to be a shared experience -- with a few million other vacationers! Choice summer vacation areas often require advance reservations and increased costs; these vacation areas are often far more accessible and just as "choice" during the non-summer months.

Some say that track B is the "disadvantaged" track in the Oxnard School District; it has no vacation during June, July and August. Track B, however, does have a vacation for the months of May, September and January.

A track B family with 5 school-age children recently reported on the superb vacation they shared this past May. They spent the entire month traveling south, east, north and west covering many of the great tourist attractions of our country -- all without advance reservations, no long lines and perfect weather.

When the family toured the White House, there was no wait and the tour group was small; when they toured the State capitol in Boston, the tour guide had only the family and another couple. And so it was from beginning to end, they found that traveling in May was a magnificent, unrushed and uncrowded family vacation experience.

While we find educational and financial justification for YRE, there are equally justifiable reasons to support YRV -- spreading the nation's 3-month tourist/vacation industry to 12 months; allowing families greater vacation choices, making more efficient year-long use of parks, recreational facilities and community programs for children and youth -- just to name a few.

When community agencies and the schools work together, as they do in Oxnard, Year-Round Education and Year-Round Vacations can add some very unique and enriching opportunities for children and their families.

The most difficult obstacle: tradition

Task force testimony about increased community use of facilities and initiation of year-round calendars identified the common and most difficult obstacle: tradition.

The concepts that schools are a place for children, and that school should run from September to June, are firmly rooted in American culture. When necessity does not force a change in such thinking, encouragement and incentive might. Governors can use their unique roles to promote untraditional ideas, applaud actions by local officials that challenge established practice, and lead state government away from restrictions and prohibitions resulting from tradition. The simple admonition to communities that "Your taxes paid for these buildings - don't you want to use them?" is a place to start, and may well serve to encourage new thinking within the community.

Time for Results
The Governors' 1991 Report on Education
National Governors' Association
Center for Policy Research and Analysis
August, 1986

1989-90 School Enrollments

School	STUDENTS ENROLLED October 27, 1989
Curren (K,4-6)	604
Driffill (K-6)'	982
Elm Street (K,4-6)	465
Fremont (7-8)	1,385
Harrington (K,1-3)	586
Haydock (7-8)	974
Juanita (K, 1-3)	790
Kamala (K-6)	700
Lemonwood (K-6)	759
Marina West (K-6)	820
McAuliffe (K-6)	1,127
McKinna (K-6)	659
Nueva Vista (7-8)	23
Ramona (K, 1-3)	647
Rose Avenue (K-6)	874
San Miguel (Special Ed	50
Sierra Linda (K, 4-6)	641
TOTAL	12,173

For the past 13 years, the District's enrollment has been increasing by approximately 4% per year while the population of the City of Oxnard has increased by nearly 2% per year.

This increase in student enrollment can be partially attributed to the birth rate resulting from the post-WWII "Baby Boom" generation.

This phenomenon becomes especially evident when the District's 1989-90 kindergarten enrollment of 1,418 is compared to the eighth grade enrollment of 1,137 -- a difference of 281 students. Stated another way: the entering kindergarten class is 25% larger than the current eighth grade class.

YRE: Problem or Solution?

It was important for us to recognize that YRE was not the PROBLEM: The PROBLEM was overcrowding; the SOLUTION was YRE!

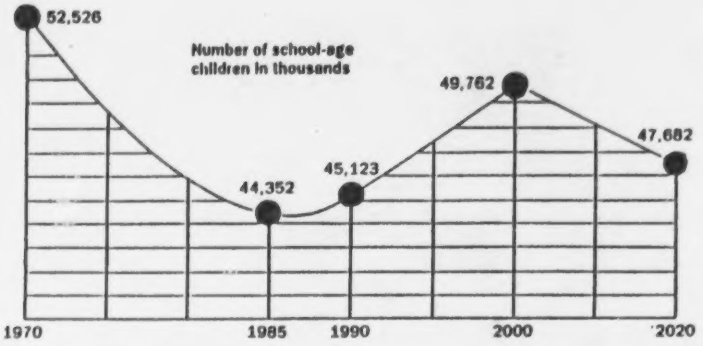
Solutions to school problems, however, are not as easily implemented today as they might have been about 100 years ago.

On November 4, 1897, an 18-year-old teacher in a one-room schoolhouse in Somerset County, Pennsylvania reported the following problem and solution in his diary:

> "I knew I had my hands full when I took this job. The school had a history of problems. Eighteen teachers had quit. The last being struck in the head with a stove poker. I'm 18 years of age. Some of the boys are bigger and, I'm sure, older than me. On my first morning, a disturbance happened in the back of the school. I stood on top of my desk and commanded three young men to sit. They cursed me and laughed. I pulled a revolver which was concealed under my coat, cocked the hammer, and stated with some authority, for them to sit down or we'll bury you in the school yard. They sat down! The school has settled down to business."

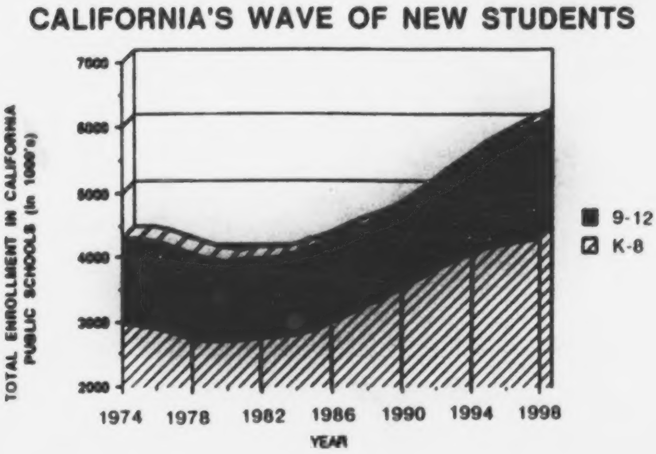
Enrollment Growth: THE NATION

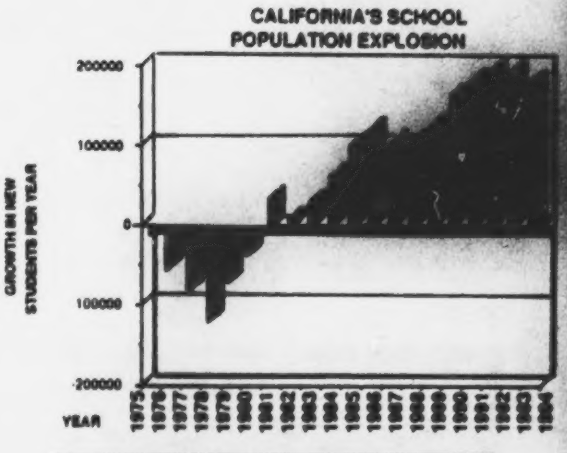
The National Center for Education Statistics and the U.S. Bureau of the Census predict that this increase in kindergarten enrollment will continue through the year 2000.



Source: National Center for Education Statistics and U.S. Bureau of the Census

Enrollment Growth: CALIFORNIA


CALIFORNIA'S WAVE OF NEW STUDENTS


CALIFORNIA'S SCHOOL POPULATION EXPLOSION

CALIFORNIA STATE DEPARTMENT OF EDUCATION

CALIFORNIA UNPREPARED FOR TIDAL WAVE OF STUDENTS

From next year through the 1995-96 school year, according to California State Superintendent Bill Honig, between 170,000 and 200,000 new students will be added to our schools each year.

A recent State Finance Department projection indicates that California's total kindergarten through 12th grade enrollment will top 5 million in September 1992. Just 2 years later 5.5 million students will jam California schools, and by 1998 there will be more than 6 million.

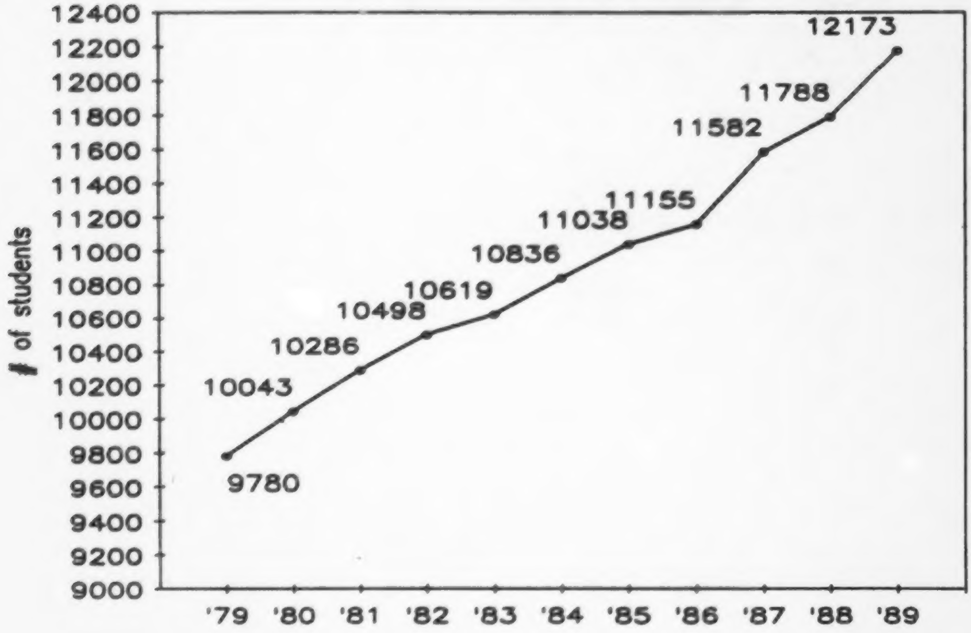
If we started today, Honig states, we would have to build almost 13 classrooms every day, including weekends and holidays, through 1996, just to stay even.

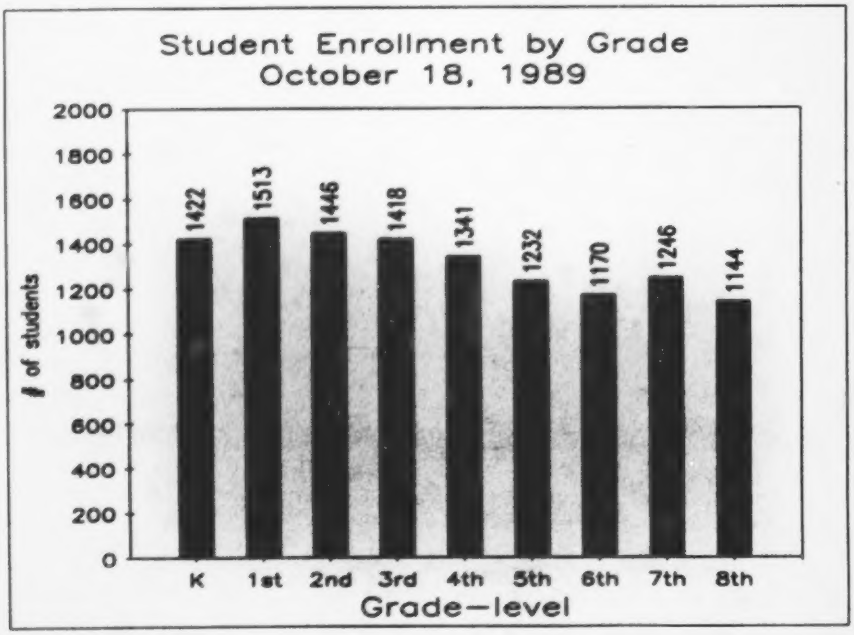
The problem isn't going to be spread evenly around the state. Many of the additional 1.6 million students will be added in counties which are already under severe strain. Seventeen of California's 58 counties will grow by more than 40 percent in the next 10 years. The total need for new construction is $17 billion.

We are encouraging districts to switch to year-round schedules under which four students can be educated in the space normally occupied by just three. There is good evidence that, when the community is behind it, year-round education helps youngsters achieve while saving the state money.

Enrollment Growth: OXNARD SCHOOL DISTRICT

DISTRICT ENROLLMENT GROWTH
1979 through 1989




Student Enrollment by Grade
October 18, 1989

Source: California Basic Educational Data System (CBEDS) Report, October 18, 1989

Packaging YRE Classes

If a four-track 60-20 YRE plan, or a 60-20 YRE plan with a traditional track, is utilized at a school to relieve overcrowding, YRE classes can be "packaged" best when the school enrolls 700 or more students.

A traditional school with 600 elementary students, for example, may house 800 students on a four-track 60-20 YRE plan. Each track could, and preferably should, enroll 200 students. Since each track is essentially a "school-within-a-school," these 200 students would be spread into seven classes (kindergarten and grades one through six) with an average class size of 28.5. Ideally, each track should contain at least one class at each grade level.

Rarely, however, do students at the various grade levels come in such numerically balanced groupings; consequently, one or more combination (two-grade) classes become a "packaging" necessity.

For the purpose of illustration, four "packaging" examples have been provided based upon an enrollment formula of 30 students per class in grades K-3 and 35 students per class in grades 4-6.

Example I

4-Track YRE Schedule and Traditional Schedule

with combination classes Grades 1-6
500 Students

Grade-Level	No. of Classes	Student/ Class	Total Students	Rooms Required for Traditional Classes	Rooms Required for YRE Classes
Kindergarten*	4	30	120	2	2
1/2	4	30	120	4	3
3/4	4	30	120	4	3
5/6	4	35	140	4	3
	16		500	14	11

*Kindergarten with 1/2-day/AM-PM Sessions

Example I, with a YRE enrollment of 500 students, would require 11 classrooms; 14 classrooms would be required for a traditional schedule.

> It is not unusual for a school to operate a year-round program in combination with a traditional calendar. This arrangement further complicates the problems of multiple openings and closings of instructional sessions and storage of materials, but it also offers an option for parents who desire to maintain the traditional pattern of schooling. Nearly one-third of the school districts operating year-round programs in California offer such combination programs.
>
> Year-round Education: Year-round Opportunities
> A Study of Year-round Education in California
> California State Department of Education, 1987

Example 2

5-Track Schedule: YRE with Traditional

with combination classes at Grades 1-6
655 Students (500 YRE/155 Traditional)

Grade-Level	No. of Classes	Student/ Class	Total Students	Rooms Required for Traditional Classes	Rooms Required for YRE Classes
Kindergarten*	6	30	180	1	2
1/2	5	30	150	1	3
3/4	5	30	150	1	3
5/6	5	35	175	1	3
	21		655	4	11

*Kindergarten with 1/2-day/AM-PM Sessions

Example II, with a YRE/T program as indicated, requires 15 classrooms; the same student count on a traditional schedule would require 18 classrooms.

Example 3

4-Track Schedule and Traditional Schedule

with no combination classes
900 Students

Grade-Level	No. of Classes	Student/ Class	Total Students	Rooms Required for Traditional Classes	Rooms Required for YRE Classes
Kindergarten*	4	30	120	2	2
1	4	30	120	4	3
2	4	30	120	4	3
3	4	30	120	4	3
4	4	35	140	4	3
5	4	35	140	4	3
6	4	35	140	4	3
	28		900	26	20

*Kindergarten with 1/2-day/AM-PM Sessions

Example III, with a YRE enrollment of 900 students, would require 20 classrooms; 26 classrooms would be required for a traditional schedule.

Example 4

5-Track Schedule: YRE with Traditional

with no combination classes
1155 Students (900 YRE/255 Traditional)

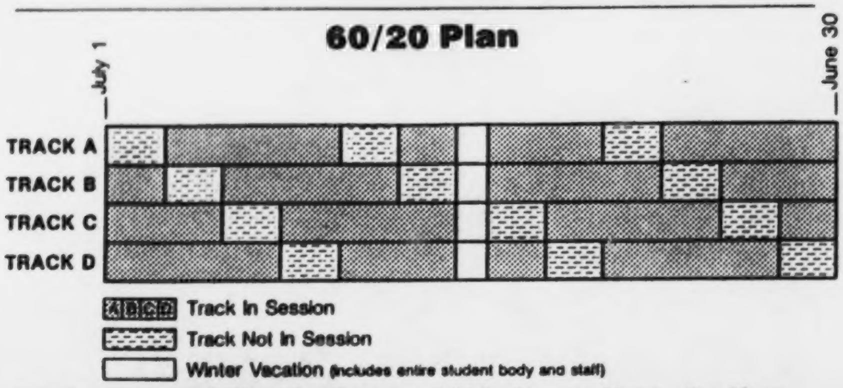
Grade-Level	No. of Classes	Student/ Class	Total Students	Rooms Required for Traditional Classes	Rooms Required for YRE Classes
Kindergarten*	6	30	180	1	2
1	5	30	150	1	3
2	5	30	150	1	3
3	5	30	150	1	3
4	5	35	175	1	3
5	5	35	175	1	3
6	5	35	175	1	3
	36		1155	7	20

*Kindergarten with 1/2-day/AM-PM Sessions

Example IV, with a YRE/T program as indicated requires 27 classrooms; the same student count on a traditional schedule would require 33 classrooms.

What is Year-Round Education?

Year-round education is a reorganization of the school calendar into instructional blocks and vacations distributed across the calendar year so that learning is continuous throughout the year. The 60/20 YRE plan, as used in the Oxnard School District, has instructional blocks of 60 days followed by 20 days of vacation. The pattern is then repeated throughout the year. Students and teachers can be grouped into tracks whose instructional blocks and vacations are staggered; while one track is on vacation, another can use its space. This plan can accommodate up to 33 percent more students than building capacity within a traditional year format.



Source: Year-round Education Resource Guidebook. San Diego: San Diego County Office of Education, 1988.

YRE: Its Cost Effectiveness Can Be Demonstrated

In recent years, there has been a steady flow of prestigious studies which address the shortcomings of our public schools -- often with costly and far-reaching recommendations for educational reform. At the same time, limited educational funding is forcing school managers to consider equally compelling measures to assure the greatest possible return on their instructional, operational and capital improvement (facilities) dollars.

While our primary concern is educational quality, cost effectiveness has become a fundamental educational issue.

Dr. Frank W. Davis of the University of Tennessee makes a profound observation concerning the cost effectiveness of our schools when he states that:

> "A service organization does not produce a product, but rather builds capacity to serve. A hotel produces the capacity to house a given number of guests each day. A hospital produces the capacity to perform X hours of surgery and to house Y patients. A school develops the capacity to process W students per academic year; there is no value in unused capacity. There is no public benefit in empty hotel rooms, unused operating rooms, or school classrooms vacant from June to September. Community value occurs only to the degree that the capacity is used. Idle capacity is a total loss, creating only cost while providing no benefit."

For any school district, in these years of lean budgets and mandates for educational reform, the basic issue is effective use of available resources -- funds and school facilities.

During the past two decades, the public schools have experienced a significant and damaging erosion of public confidence. A contributor to this erosion of confidence is the feeling that schools are not cost-effective -- that they do not bring a return comparable to the amount of money society spends to support them.

If IBM, 3-M, and General Motors closed their nationwide facilities and "vacationed" their personnel for three months each summer, their lack of cost-effectiveness would most certainly lead to an early demise. Similarly, a school system, such as the Oxnard School District with 16 schools and other support facilities valued at $85 million, standing idle for one-fourth of the calendar year is hardly an example of reasonable cost-effectiveness.

A 4-school district on a traditional (September to June) school calendar can realize a very significant cost-saving by housing its students in 3 schools on a Year-Round Education calendar. While YRE is often considered an effective option in districts with a shortage of classroom space, it, likewise, may be an equally effective option in districts with declining enrollments. Schools with low enrollments and empty classrooms are simply not cost-effective.

A growing school district utilizing its schools to a 100% capacity for 12 months with YRE produces a cost-effectiveness which can enhance the quality of the instructional program, and substantially reduce the operational and facility costs otherwise required by a traditional school year program.

ANALYZING THE COST OF YRE: 3 APPROACHES

YRE Cost Analysis 1: Extending the Instructional Year

If the Oxnard School District had no shortage of classroom space and YRE was offered as a plan to extend the number of days of instruction beyond the typical 180-day school year, such a plan would incur a significant added expense.

Depending upon the number of instructional days offered beyond the 180-day school year, costs would increase for

- Staff salaries
- Instructional supplies
- Maintenance and custodial services
- Utilities and other operational functions/services

Since the State allocates its funding to schools based upon a maximum 180-day instructional-year per-student, any added days would incur a proportionate increase in cost without State support.

Incremental Cost of Adding One Day to the School Year

THE UNITED STATES

K-12 Student Enrollment		40,300,000
Per Pupil Expenditure	$	4,509.00
Per Pupil Expenditure/Day ($4,509 ÷ 180 days)	$	25.05
Cost of Adding One Instructional Day (40,300,000 x $25.05)	$	1,009,515,000.00

CALIFORNIA

K-12 Student Enrollment		4,580,105
Per Pupil Expenditure	$	4,075.00
Per Pupil Expenditure/Day ($4,075 ÷ 180)	$	22.64
Cost of Adding One Instructional Day (4,580,105 x $22.64)	$	103,693,577.00

OXNARD SCHOOL DISTRICT

K-8 Student Enrollment		12,138
Per Pupil Expenditure	$	3,889.00
Per Pupil Expenditure/Day ($3,889 ÷ 180)	$	21.61
Cost of Adding One Instructional Day (12,138 x $21.61)	$	262,302.00

Source: American School Board Journal, October, 1989:
Education Vital Statistics: 1989-90
Oxnard School District Budget: 1989-90

YRE: 100 Cents of Value

All of those who are responsible for the management and operation of our schools must be held accountable for 100 cents of value for every education dollar that is spent. Cost effectiveness, therefore, is a fundamental educational issue.

Any measure of such cost effectiveness must consider:

- the quantity and quality of learning which occurs within a given unit of time, and
- the extent to which the 12-month capacity of our schools is used.

In a time when Boards and educators are being pressed to produce "more with less", YRE becomes a very compelling, appropriate and appealing plan to assure both instructional and cost effectiveness in our public schools.

AB 1650 (1987) Isenberg, YRE

This bill would establish a program under which 5 elementary schools selected by the Superintendent of Public Instruction would each operate a year-round five-track educational program for a period of 5 years, as specified.

This bill would also, with certain prescribed exceptions, prohibit the board from approving an application, after January 1, 1990, for school project funding under the Leroy F. Greene State School Building Lease-Purchase Law of 1976, or for the lease of one or more portable classrooms under the Emergency School Classroom Law of 1979, unless a study examining the feasibility of implementing in the district a year-round multitrack educational program accompanies the application, as specified. The bill would additionally require that, commencing July 1, 1989, applicant districts under the Leroy F. Greene State School Building Lease-Purchase Law of 1976 that demonstrates current or planned use of a year-round multitrack educational program, as specified, receive first priority for project funding.

Viewing YRE Costs on a Per-student Basis

Operating costs, such as salaries, utilities, and supplies, increase with the year-round program. However, when these costs are viewed on a per student basis, operating costs are comparable to those of traditional educational programs. Because some costs decrease on a per student basis while others increase, per pupil expenses will be close to the same level under year-round and traditional programs. Much depends, however, on the ingenuity of district and site administrators in managing the budget to avoid excess costs.

Year-round Education: Year-round Opportunities
A Study of Year-round Education in California
California State Department of Education, 1987

Assemblyman Bader on Underutilized Schools

On Thursday, November 12, 1987 the newly-formed Joint Committee on School Facilities with Chairman Leroy Greene and seven other state legislators held an interim hearing in Long Beach to hear testimony from the education and real estate development communities, and other interested parties, for the purpose of reviewing some of the major issues relative to the school facilities construction program.

One issue which was raised frequently by committee members was that of year-round education. Representatives of several school districts were asked if any of their schools were on a year-round calendar or if serious consideration had been given to this option for increasing facility utilization. Assembly Member Chuck Bader (R-Pomona) said that, if a school district is not utilizing a year-round calendar, its facilities are underutilized, and asked what the hold-up on year-round education is. Assemblyman Bader was informed that the lack of community acceptance is the major hold-up.

YRE Cost Analysis 2: Operational Savings

For a four year period, beginning with the 1981-82 school year and ending with the 1985-86 school year, the Oxnard School District had the opportunity to compare the costs involved in maintaining schools on the Year-Round Calendar (YRC) and the Traditional Year Calendar (TYC).

During each of these years, an analysis of the operational costs for maintaining the YRC and the TYC indicated, for comparable budget accounts, that the YRE program averaged approximately 5.5% ($123) less per student per year than required for the traditional program.

The following factors contributed to these operational savings:

● Economy of Scale

The average size of the traditional schools was 650 students; YRE schools, with a significantly enhanced enrollment capacity, averaged about 825 students. When operational costs were calculated on a per-pupil basis, the expense required for maintaining a smaller traditional school for 180 days consistently exceeded the expense for maintaining a larger school on a 242-day Year-Round Calendar.

● More Efficient Use of Instructional Materials

When 4 classes occupy 3 classrooms on a rotational basis, there is no need for a full, fourth complement of reference and library materials, maps, globes, science kits, classroom computers, other instructional equipment, including textbooks.

● Reduction in Incremental Costs for 12-Month Staff

Since all traditional year certificated and classified staff receive a 12-month health/fringe benefit program, the District did not incur an additional expense for these benefits when staff (primarily management and classified personnel) became 12-month employees.

● Reduced Student Absenteeism

During the four years of this cost analysis, YRE students averaged fewer days of excused and unexcused absence than students enrolled in the traditional program.

	Excused (Funded)	Unexcused (Unfunded)
● Traditional Students	10.8 days	3.4 days
● YRE students	8.8 days	2.3 days

(During this period, the State's average, K-8 rate of excused absence was 10.8 days/year with 3.6 days/year of unexcused absence.)

Since schools are funded for Average Daily Attendance (ADA), it is financially advantageous to maintain the highest rate of pupil attendance possible -- with the lowest rate of unexcused absence.

Attendance records have indicated for many years that 2% to 3% of the District's enrollment, primarily Hispanic students, join relatives in Mexico or the Southwest for a period of 4 to 6 weeks during the Winter holidays. Since this is not a peak harvest period for local crops, many families have had a long tradition for an extended vacation at this time of year.

YRE provides a unique opportunity for accommodating these vacation absences; during the 1989-90 school year, Track B had a vacation break from December 23, 1989 through February 4, 1990 and Track C had a vacation break from November 23, 1989 through January 1, 1990.

Since many of these families are normally involved in various forms of farm labor during the summer, it is not inconvenient for them to have their children in school until July 26, 1990.

YRE, therefore, has provided a major benefit for the students and the school district: a placement on either YRE track B or C provides the potential for a full 180-days of instruction and the District benefits financially from the increased days of student attendance.

● Reduced Teacher Absenteeism

The average annual rate of teacher absenteeism for illness during the 4-year study was reduced in YRE schools.

- Traditional Teachers: Average 6.4 days/year
- YRE Teachers: Average 5.5 days/year

● Reduction in Vandalism, Burglary and Graffiti

There has also been a significant reduction in burglary and vandalism loss/cost during the past 13 years at YRE schools. Prior to the 1976-77 school year, the District had been experiencing an annual loss of about $80,000 due to burglary and vandalism. In more recent years, such loss has been less than $10,000 per year.

This reduction in burglary/vandalism/graffiti expense can reasonably be attributed to the fact that school personnel (custodians) are now assigned at our YRE schools until midnight each school day, 12-months a year. Our schools are no longer the attractive targets for the type of mischief which was commonplace when our buildings were unoccupied from June to September.

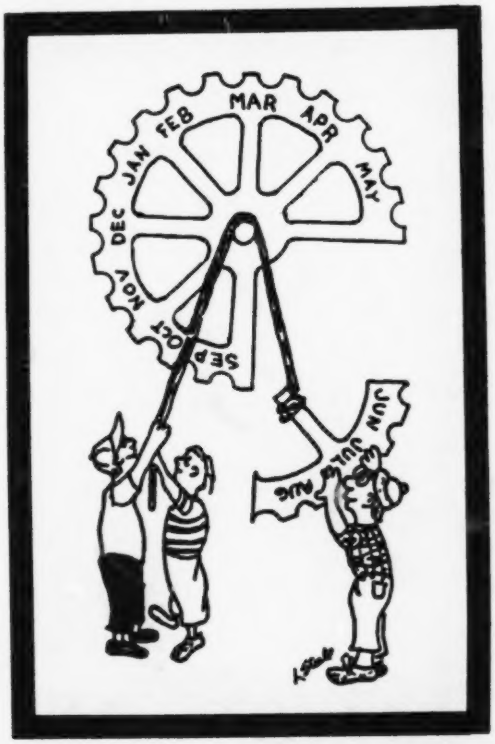
As the District completed its total transition to YRE at the beginning of the 1987-88 school year, the average elementary school reached an enrollment of approximately 850 students. With schools of this size, additional administrative/instructional support became a critical necessity.

Learning directors have been assigned to schools to assist teachers, principals and students with a full-range of administrative/instructional support. (The job description for Learning Director may be found in the Attachment section of this report.)

Presently, there are four learning directors assigned to each of our two intermediate schools -- one for each YRE track. Six elementary schools, all with enrollments exceeding 850 students, have been assigned a learning director.

While earlier operational cost studies comparing schools maintaining Year-Round calendars and Traditional-Year calendars indicated a cost advantage to YRE, a complete transition to YRE no longer provides a convenient opportunity for such analyses.

As the District has expanded its cadre of learning directors, currently fourteen, we find that the operational cost advantage of YRE has been reduced to an amount more closely approximating the per-pupil cost within a traditional year calendar.



> ***"Ineffective and inefficient practices are built into the operation, structure, and culture of all aspects of the current K-12 system."***
>
> • The California Business Roundtable,
> *Restructuring California Education: A Design for Public Education in the Twenty-First Century.*

When our schools are overcrowded and our students are undereducated, does it really make sense to have our schools closed for 3 months of every year?

Norm Brekke

Categorical and Special Education Programs

Federal, state and district-provided compensatory and special education funds are designated for pupils who meet the specific eligibility criteria as established for each compensatory/categorical or special education program. Funds available from the various compensatory and special education programs have been spread through the full twelve months (242 instructional days) of the YRE school year. Eligible students enrolled in any of the four YRE tracks receive the same categorical and special education services and the same number of instructional days they would have received in the traditional school calendar.

The Oxnard School District does not incur greater costs on a per-pupil basis for YRE students eligible for compensatory and/or special education services because members of the professional staff work a modified duty year. Our staff of Speech Therapists, with a 182-day duty year, or our staff of psychologists, with a 195-day duty year, for example, will work a schedule of days which assure that an even distribution of services is given for the full 242 instructional days when school is in session.

To facilitate an equitable spread of categorical and special educational services by certificated and classified staff, a Modified Work Year Contract Addendum is completed by mutual agreement between the staff member and his/her immediate supervisor. (The Modified Work Year Contract Addendum may be found in the Attachment section of this report.)

School Lunch Program

The Oxnard School District maintains a school lunch program which is "cost-efficient" from funds of the cafeteria account. The same cafeteria services are provided during the three summer months as during the traditional school year. A paid school lunch costs $1.25 for all students.

Transportation Program

During the 1989-90 school year, approximately 25% (3,000 students) of the District's total enrollment of 12,173 students are transported to and from school.

If the District maintained a 180-day traditional school year, it would have required 41 buses to cover the transportation needs for these 3,000 students.

Since the District, under its YRE program, provides instruction for 242 days per year, with one-fourth (750) of the bused students always on vacation, there is a need for only 35 buses -- six fewer than the number required for 3,000 students being bused daily during a 180-day school year.

There is no significant cost difference in busing 2,250 pupils per day for 242 school days with 35 buses, compared to the cost of busing 3,000 pupils per day for 180 days - with 41 buses.

A careful analysis of student transportation costs indicate that on either the 180 day or 242 day schedule, adjusting for the number of buses required and the number of days of service, the District's transportation cost per student per year is approximately $543.15 with an estimated cost of $2.82 per mile.

YRE Cost Analysis 3: Capital Savings

On October 31, 1988, the Oxnard School District had an enrollment of 11,548 students -- 1,548 students beyond its "traditional-year" capacity. Because of the additional seating capacity generated by YRE, the District was able to claim an avoided cost for two 774-student elementary schools totalling approximately $16 million. With an enrollment of 11,548 students, the District was operating at 116% of the traditional-year capacity -- with no increase in class size; no loss of instructional days, and no reduction in the daily allocation of instructional minutes.

With an annual enrollment increase ranging between 400 and 500 students, -- and with all schools on a YRE schedule -- it has become obvious that new schools would be needed to cope with this continuing growth.

On March 1, 1989, the District opened Christa McAuliffe School -- an $8 million facility designed especially for YRE -- to house 1,200 elementary students. With one of four tracks always on vacation, the school's three-track seating capacity is 900 students.

On October 27, 1989, with McAuliffe School on line, the District had an enrollment of 12,173 students which was at 112% of the District's traditional-year capacity.

Within the 2-year period required to construct the new Emilie Ritchen School, the District's enrollment will again increase to and, perhaps, beyond the 116% of traditional year capacity reached in October, 1988.

Association of California School Administrators
1517 L Street, Sacramento, California 95814 (916) 444-3216
December 12, 1989

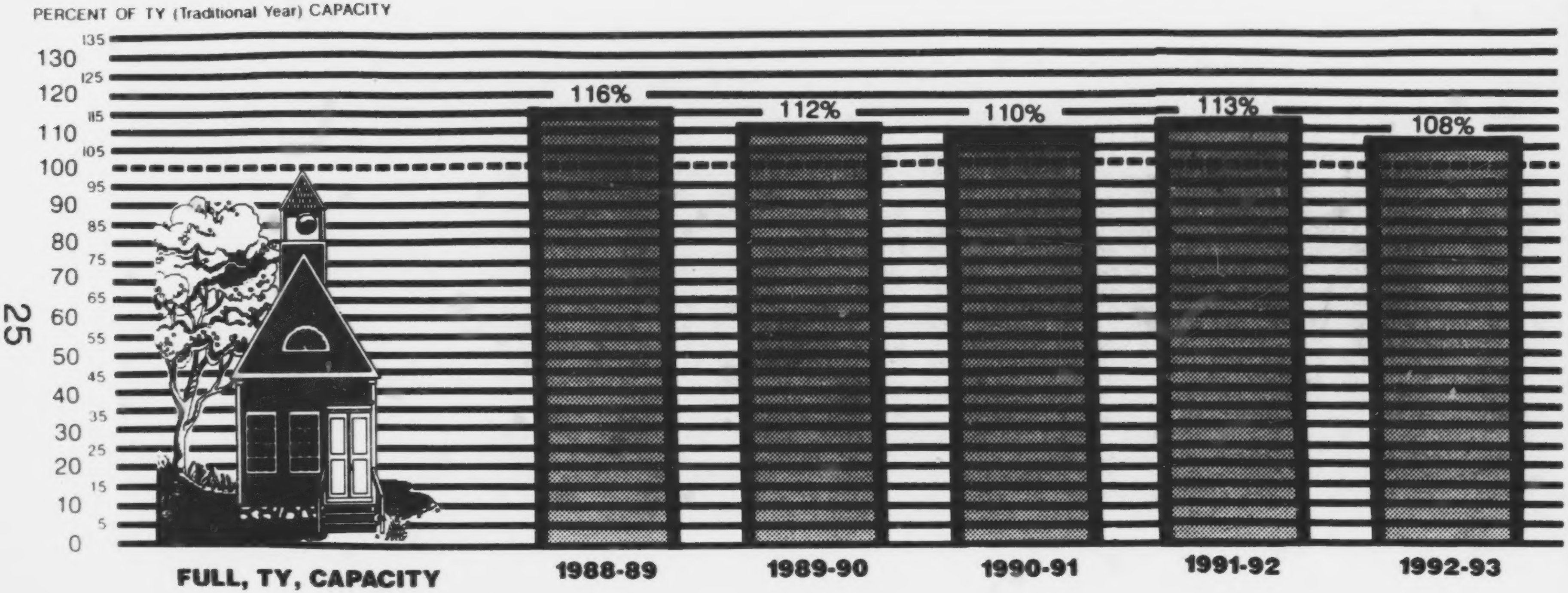
California is doing a terrible job of keeping up with the enormous need for school facilities. At the present time, all available state funding has effectively been committed. New funding is not expected until mid-1990. Yet there is a backlog of school building plans that exceeds $6 billion, and that backlog is increasing by about $100 million per month.

According to the State Department of Education, $17 billion will be needed for school construction over the next ten years, just to meet the needs for new construction.

We are in the early stages of a period of an enormous growth in the number of students served by K-12 education. The State Department of Finance projects a 35% increase in student enrollments during the next decade. The estimated increase is from 4.5 million students in 1988 to 6.1 million students in 1989! To put this figure of a 1.6 million student increase into perspective, it is more than twice the number of students now being served in the entire San Francisco Bay Area.

OXNARD SCHOOL DISTRICT

TRADITIONAL YEAR (TY) AND YEAR-ROUND (YRE) CAPACITY OF SCHOOLS



	1988-89	1989-90	1990-91	1991-92	1992-93
TY Capacity	10,000	10,900 (1)	11,516 (2)	11,516	12,335 (3)
Students Enrolled (October Count/Projection)	11,548	12,173	12,624	12,949	13,306
Students Enrolled/Projected beyond TY Capacity	1,548	1,273	1,108	1,433	971

(1) Add Christa McAuliffe School 900 seats, 1,200 YRE Capacity

(2) Add 8 temporary classrooms at Fremont Intermediate School 264 seats, 352 YRE Capacity
Add 11 classrooms at Rose Avenue School 352 seats, 469 YRE Capacity

(3) Add Emilie Ritchen School 819 seats, 1,024 YRE Capacity

Ventura County
STAR☆Free Press
December 6, 1987

Opinion

The kids just keep on coming

WHEN THE SCHOOL bells rang in Oxnard this fall, 11,553 elementary school children answered the call. That was an increase of 665 students over the year before — enough children to fill a good-sized elementary school. But there was, of course, no new school to put them in. These 665 new young bodies were spread around among the existing schools, all of them crowded, some of them deteriorating from overuse.

The Oxnard School District is well known nationally in educational circles because it is a pioneer in the widespread use of year-round classrooms. Every classroom in every school building is used 12 months a year. The program has received acclaim because it has reaped educational benefits — test scores have soared since it was implemented — but school officials did not do this as some sort of experiment to test learning skills. They did it out of necessity — the year-round program freed up enough classrooms to take the place of five new schools.

When school opens next year, there should be some slight relief. The new Christa McAuliffe School is scheduled to open — and immediately be filled to capacity — in July. After that, there are no more new schools on the drawing boards, and no more gimmicks to turn to in order to get more use out of exist
facilities.

School of

The children of Oxnard require more schools,
and someone is going t build them.
The district will ask vo rove
a $40 million bond is
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Ventura County
STAR☆Free Press
January 15, 1987

Oxnard completes shift to year-round schools

By Melissa Eastman
S-FP staff writer

The traditional nine-month school year slipped out of the Oxnard School District Wednesday night without so much as a whimper.

There were no angry protests from parents, no bitter battles among board members, not even any "What else can we do?" speeches from school officials.

The school board's unanimous approval of a plan that will place all students on a year-round schedule for the 1987-88 school year seemed to surprise no one: It had been coming for a long time.

Ten years ago, the first year-
nd program in the district was
ituted at Marina West School
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space for a growing number
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dents has been a district worry for many years.

The situation became even more urgent in the fall, when district officials realized that Christa McAuliffe School – which is expected to accommodate 900 children – probably would not be completed until April 1988.

A housing advisory committee, commissioned by the board in October, recommended on Wednesday that all traditional nine-month classes be eliminated in order to use the space in every school to the maximum.

About 1,600 students will be affected by the change. Of the 15 schools in the district, nine now offer traditional schedules along with year-round programs. The other six offer only year-round education.

Although parents packed the board room to overflowing Wednesday night, the trustees' decision evoked few comments from them.

"This is something that seems like it's been coming, and it's just been a matter of time," said Marie Ortega, Parent Teacher Association president, after the meeting. "I can see the writing on the wall. There's just nowhere else to go."

Ortega said she stood in overnight registration lines for a number of years to get her children into traditional classes. Now she and others will have to rearrange family vacations and adjust to the new schedules.

But it was to be expected, she said.

"There was no rumbling in the audience. They know (the change) is a necessity of life in this school district."

Honig says other crowded schools should go year-round

"*We have to push year-round harder. It cuts costs 15 to 20 percent.*"

— **Bill Honig**
State schools superintendent

Associated Press, October 15, 1987

By JENNIFER KERR
Associated Press

SACRAMENTO — State schools Superintendent Bill Honig said Wednesday that many crowded school districts, faced with $10.9 billion in statewide building needs, should consider joining Los Angeles in keeping children in school year-round.

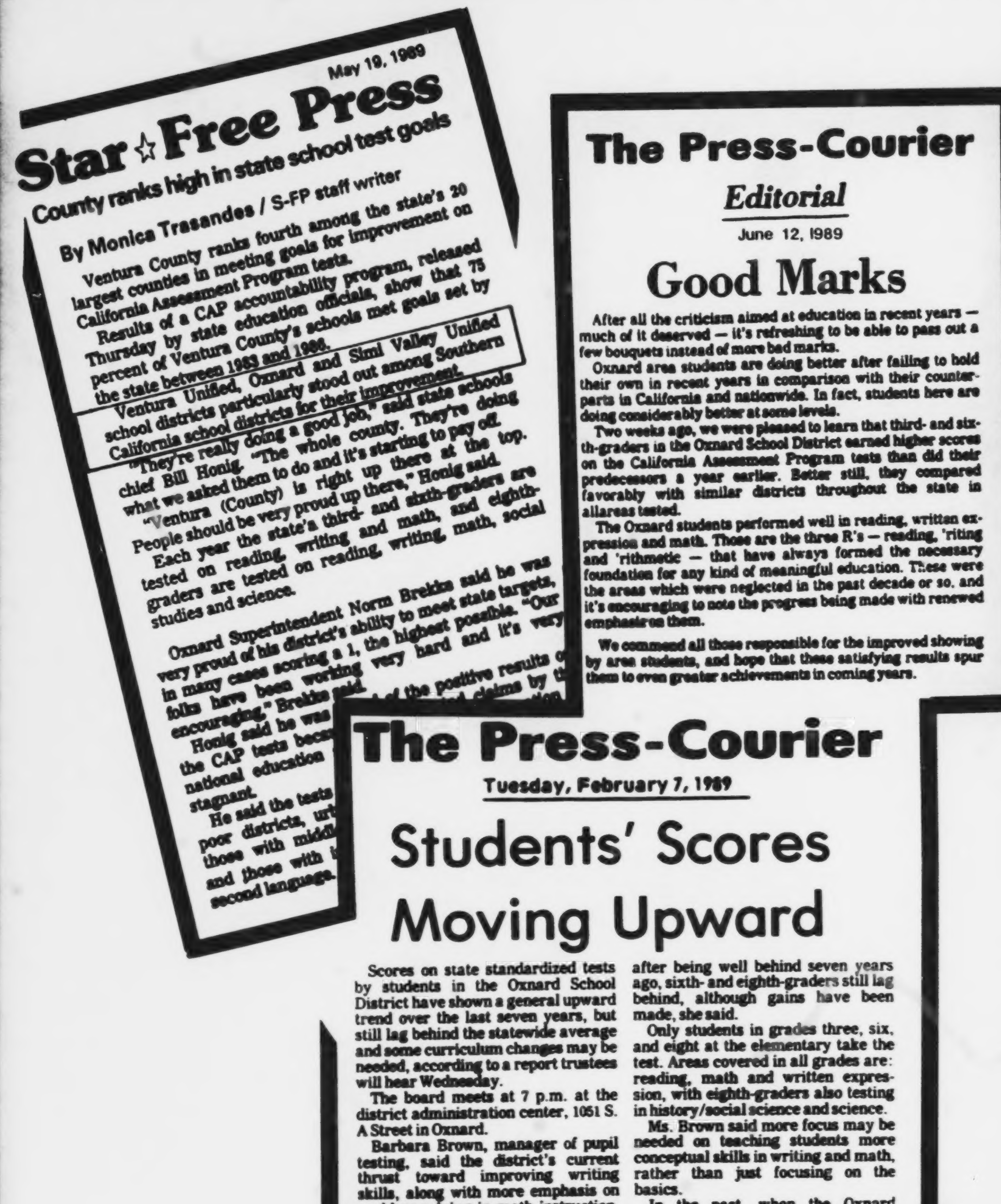
"We have to push year-round harder," Honig told a Joint Legislative Budget Committee hearing. "It cuts costs 15 to 20 percent."

The Los Angeles Board of Education this week voted to place all its

The state Department of Finance's Population Research Unit predicts that kindergarten-through-12th grade students will increase by 850,000 to 5.2 million by 1993, an average of 140,000 students each year.

California will need more than 21,000 new classrooms by 1993 Honig said.

He said schools have documented needs of $6.56 billion for new construction, deferred maintenance, modernization and reconstruction right now, plus $4.3 billion to cover pupil growth and future deferred maintenance.



May 19, 1989

Star ☆ Free Press

County ranks high in state school test goals

By Monica Trasandes / S-FP staff writer

Ventura County ranks fourth among the state's 20 largest counties in meeting goals for improvement on California Assessment Program tests.

Results of a CAP accountability program, released Thursday by state education officials, show that 75 percent of Ventura County's schools met goals set by the state between 1983 and 1986.

Ventura Unified, Oxnard and Simi Valley Unified school districts particularly stood out among Southern California school districts for their improvement.

"They're really doing a good job," said state schools chief Bill Honig. "The whole county. They're doing what we asked them to do and it's starting to pay off. "Ventura (County) is right up there at the top. People should be very proud up there," Honig said.

Each year the state's third- and sixth-graders are tested on reading, writing and math, and eighth-graders are tested on reading, writing, math, social studies and science.

Oxnard Superintendent Norm Brekke said he was very proud of his district's ability to meet state targets, in many cases scoring a 1, the highest possible. "Our folks have been working very hard and it's very encouraging," Brekke said.

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Honig said he was
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and those with
second language.

The Press-Courier

Editorial

June 12, 1989

Good Marks

After all the criticism aimed at education in recent years — much of it deserved — it's refreshing to be able to pass out a few bouquets instead of more bad marks.

Oxnard area students are doing better after failing to hold their own in recent years in comparison with their counterparts in California and nationwide. In fact, students here are doing considerably better at some levels.

Two weeks ago, we were pleased to learn that third- and sixth-graders in the Oxnard School District earned higher scores on the California Assessment Program tests than did their predecessors a year earlier. Better still, they compared favorably with similar districts throughout the state in allareas tested.

The Oxnard students performed well in reading, written expression and math. Those are the three R's — reading, 'riting and 'rithmetic — that have always formed the necessary foundation for any kind of meaningful education. These were the areas which were neglected in the past decade or so, and it's encouraging to note the progress being made with renewed emphasis on them.

We commend all those responsible for the improved showing by area students, and hope that these satisfying results spur them to even greater achievements in coming years.

The Press-Courier

Tuesday, February 7, 1989

Students' Scores Moving Upward

Scores on state standardized tests by students in the Oxnard School District have shown a general upward trend over the last seven years, but still lag behind the statewide average and some curriculum changes may be needed, according to a report trustees will hear Wednesday.

The board meets at 7 p.m. at the district administration center, 1051 S. A Street in Oxnard.

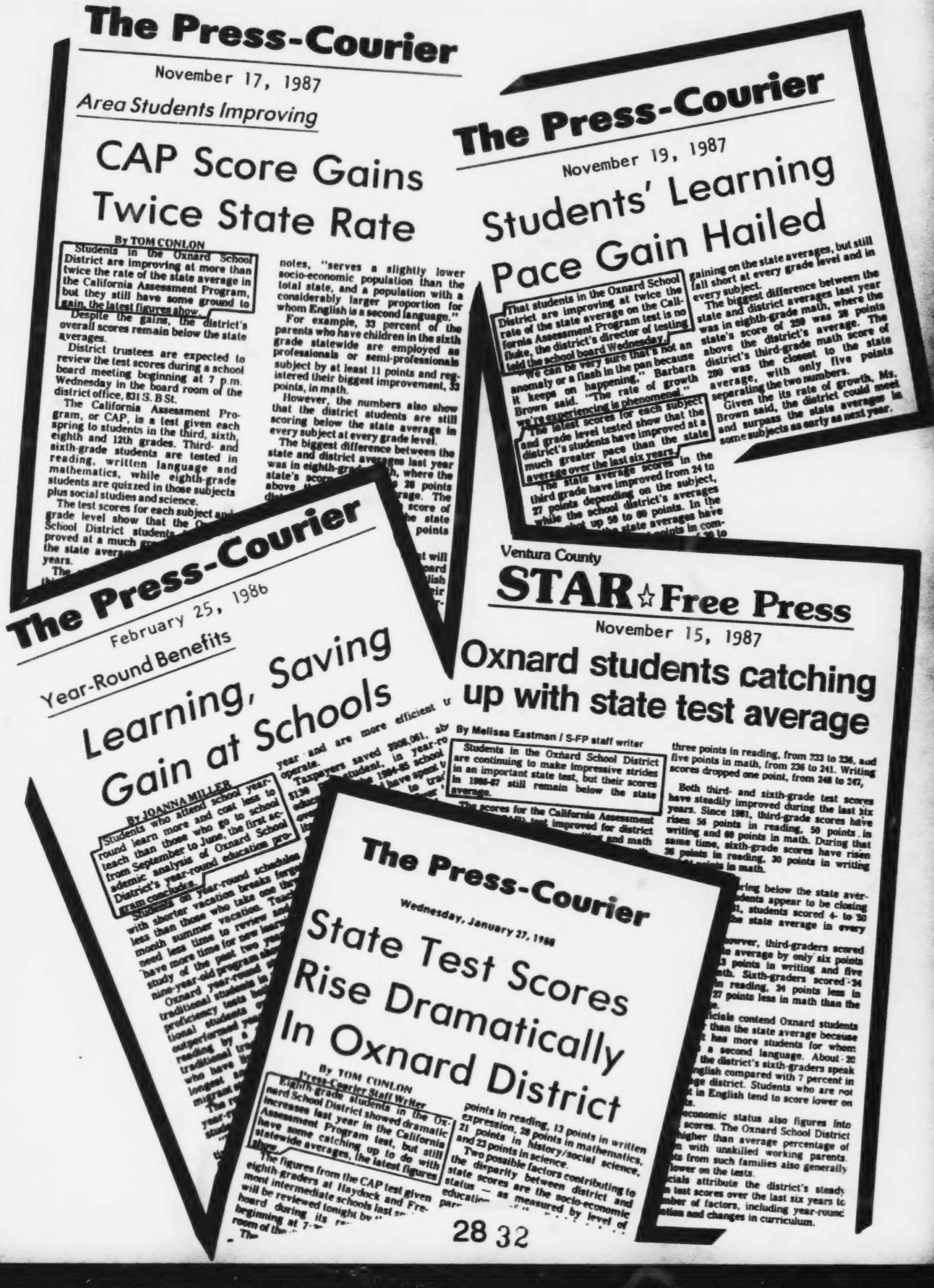
Barbara Brown, manager of pupil testing, said the district's current thrust toward improving writing skills, along with more emphasis on problem-solving in math instruction, should help future scores on the California Assessment Program tests.

Although Oxnard third-graders tested last year have nearly caught up with their statewide counterparts after being well behind seven years ago, sixth- and eighth-graders still lag behind, although gains have been made, she said.

Only students in grades three, six, and eight at the elementary take the test. Areas covered in all grades are: reading, math and written expression, with eighth-graders also testing in history/social science and science.

Ms. Brown said more focus may be needed on teaching students more conceptual skills in writing and math, rather than just focusing on the basics.

In the past, when the Oxnard district's scores were compared with other districts which also have a high number of disadvantaged children, the Oxnard district has fared well, Ms. Brown said.



The Press-Courier

November 17, 1987

Area Students Improving

CAP Score Gains Twice State Rate

By TOM CONLON

Students in the Oxnard School District are improving at more than twice the rate of the state average in the California Assessment Program, but they still have some ground to gain, the latest figures show.

Despite the gains, the district's overall scores remain below the state averages.

District trustees are expected to review the test scores during a school board meeting beginning at 7 p.m. Wednesday in the board room of the district office, 831 S. B St.

The California Assessment Program, or CAP, is a test given each spring to students in the third, sixth, eighth and 12th grades. Third- and sixth-grade students are tested in reading, written language and mathematics, while eighth-grade students are quizzed in those subjects plus social studies and science.

The test scores for each subject and grade level show that the O School District students proved at a much the state average years.

The

notes, "serves a slightly lower socio-economic population than the total state, and a population with a considerably larger proportion for whom English is a second language."

For example, 33 percent of the parents who have children in the sixth grade statewide are employed as professionals or semi-professionals subject by at least 11 points and registered their biggest improvement, 33 points, in math.

However, the numbers also show that the district students are still scoring below the state average in every subject at every grade level.

The biggest difference between the state and district averages last year was in eighth-grade h, where the state's score 28 points above rage. The score of he state points

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The Press-Courier

November 19, 1987

Students' Learning Pace Gain Hailed

That students in the Oxnard School District are improving at twice the rate of the state average on the California Assessment Program test is no fluke, the district's director of testing told the school board Wednesday.

"We can be very sure that's not an anomaly or a flash in the pan because it keeps on happening," Barbara Brown said. "The rate of growth we're experiencing is phenomenal."

The latest scores for each subject and grade level tested show that the district's students have improved at a much greater pace than the state average over the last six years.

The state average scores in the third grade have improved from 24 to 27 points depending on the subject, while the school district's averages up 50 to 60 points. In the state averages have points in com- 20 to

gaining on the state averages, but still fall short at every grade level and in every subject.

The biggest difference between the state and district averages last year was in eighth-grade math, where the state's score of 250 was 28 points above the district's average. The district's third-grade math score of 280 was the closest to the state average, with only five points separating the two numbers.

Given the its rate of growth, Ms. Brown said, the district could meet and surpass the state averages in some subjects as early as next year.

The Press-Courier

February 25, 1986

Year-Round Benefits

Learning, Saving Gain at Schools

By JOANNA MILLER

Students who attend school year-round learn more and cost less to teach than those who go to school from September to June, the first academic analysis of Oxnard School District's year-round education program concludes.

Students on year-round schedules with shorter vacation breaks forget less than those who take one three-month summer vacation. Teac need less time to review and have more time for new lear study of the past two yea nine-year-old program sho

Oxnard year-round traditional students in proficiency tests tional students outperformed ye reading by a traditional tr who have lo longest s

year and are more efficient operate.

Taxpayers saved $908,061, student, in year-ro 1984-85 school have spent to tra

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Ventura County STAR☆Free Press

November 15, 1987

Oxnard students catching up with state test average

By Melissa Eastman / S-FP staff writer

Students in the Oxnard School District are continuing to make impressive strides in an important state test, but their scores in 1986-87 still remain below the state average.

The scores for the California Assessment test improved for district and math

three points in reading, from 233 to 236, and five points in math, from 236 to 241. Writing scores dropped one point, from 248 to 247.

Both third- and sixth-grade test scores have steadily improved during the last six years. Since 1981, third-grade scores have risen 56 points in reading, 50 points in writing and 60 points in math. During that same time, sixth-grade scores have risen 36 points in reading, 30 points in writing in math.

ring below the state aver- dents appear to be closing 1, students scored 4- to 30 he state average in every

owever, third-graders scored e average by only six points 3 points in writing and five th. Sixth-graders scored 24 n reading, 34 points less in 27 points less in math than the e.

icials contend Oxnard students than the state average because has more students for whom a second language. About 20 the district's sixth-graders speak nglish compared with 7 percent in ge district. Students who are not in English tend to score lower on s.

conomic status also figures into scores. The Oxnard School District igher than average percentage of n with unskilled working parents. ts from such families also generally lower on the tests.

cials attribute the district's steady test scores over the last six years to mber of factors, including year-round tion and changes in curriculum.

The Press-Courier

Wednesday, January 27, 1988

State Test Scores Rise Dramatically In Oxnard District

By TOM CONLON
Press-Courier Staff Writer

Eighth-grade students in the Oxnard School District showed dramatic increases last year in the California Assessment Program test, but still have some catching up to do with statewide averages, the latest figures show.

The figures from the CAP test given eighth-graders at Haydock and Fremont intermediate schools last will be reviewed tonight by board during its beginning at 7 room of the

The

points in reading, 13 points in written expression, 28 points in mathematics, 21 points in history/social science, and 23 points in science.

Two possible factors contributing to the disparity between district and state scores are the socio-economic status — as measured by level of education par

YRE and Academic Achievement

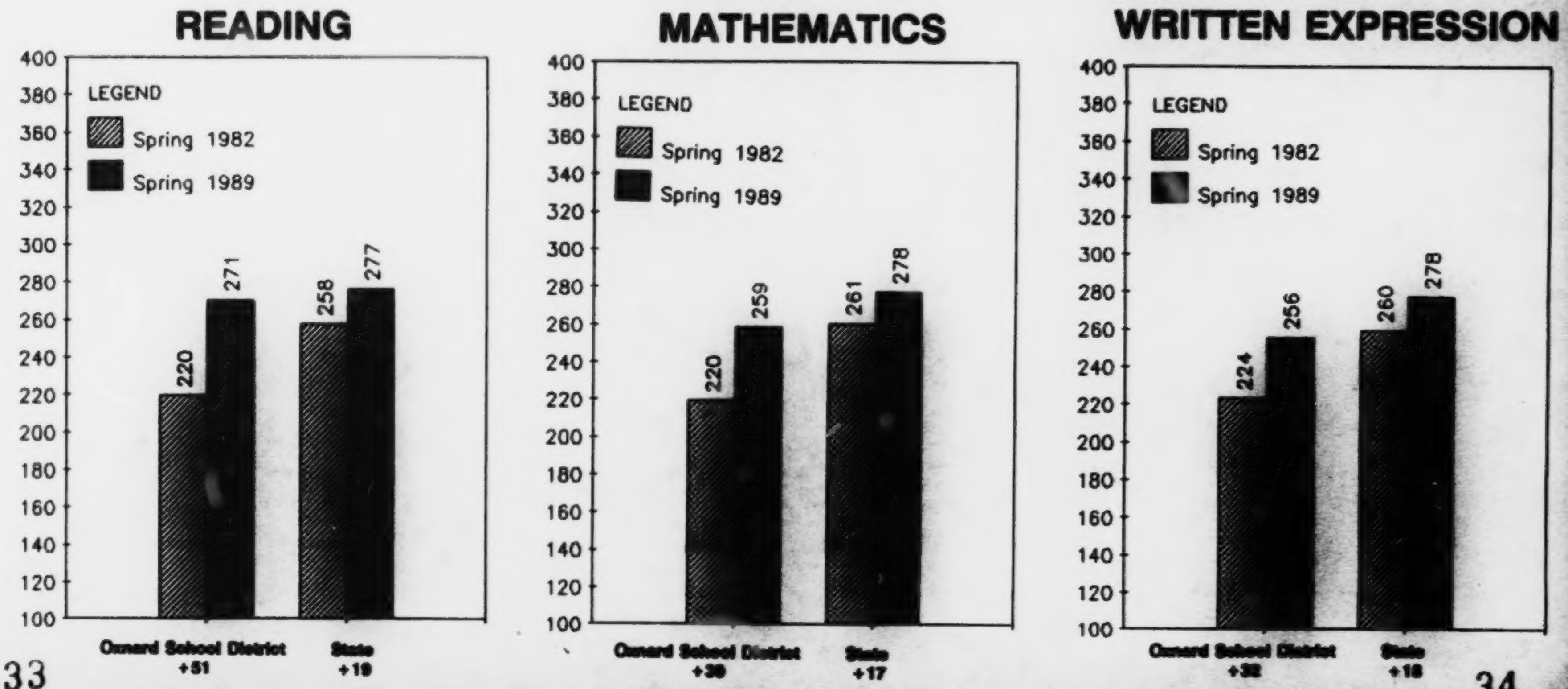
Thirteen years of YRE experience in the Oxnard School District has generated a widely and firmly held belief among teachers, parents and administrators that all students, especially those identified as "educationally disadvantaged", experience far less learning loss during the shorter vacation breaks provided by a year-round calendar than would normally occur during a three-month summer vacation.

During the past eight years, this belief has been confirmed by California Assessment Program (CAP) data for grades 3, 6 and 8, including the District's own proficiency testing program for grades 1 through 8.

The District's CAP scores, as presented on the following pages, indicate an impressive rate of improvement in the academic achievement of students in the Oxnard School District.

CALIFORNIA ASSESSMENT PROGRAM

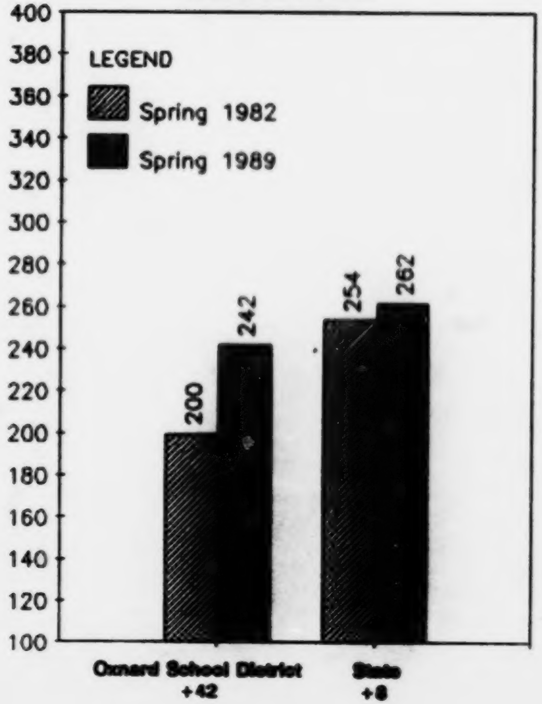
GRADE 3



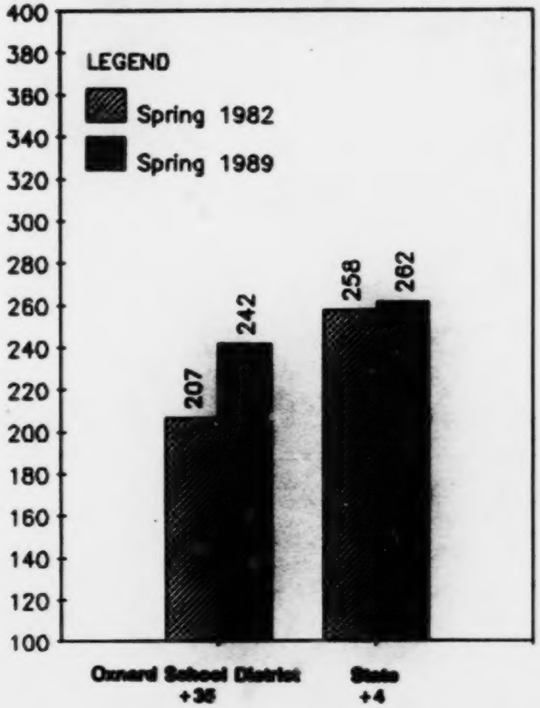
CALIFORNIA ASSESSMENT PROGRAM

GRADE 6

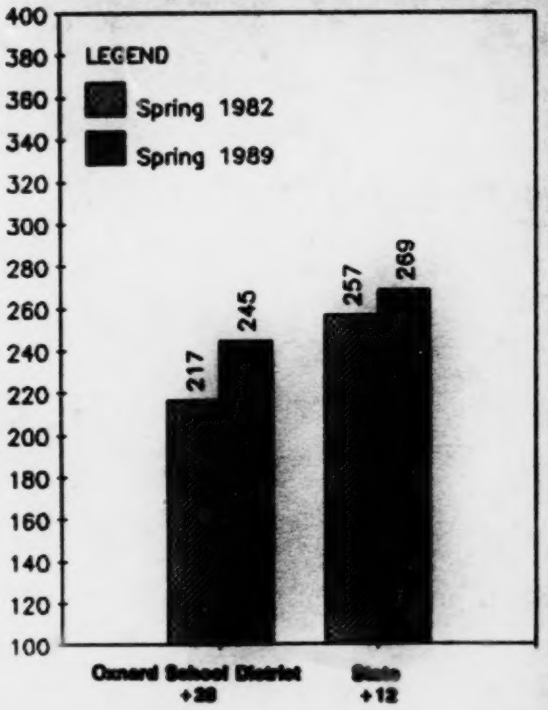
READING



MATHEMATICS

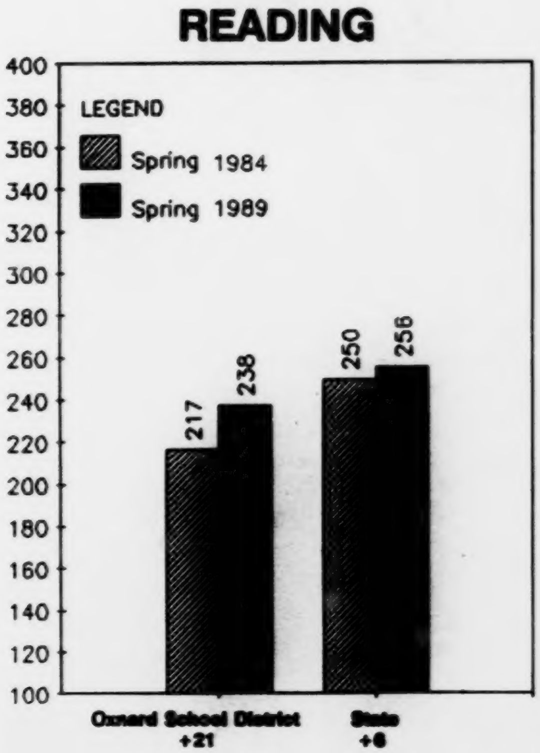


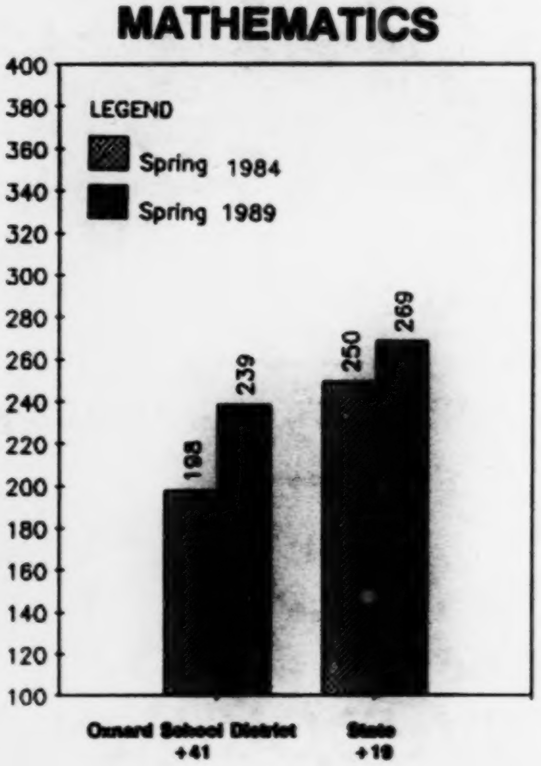
WRITTEN EXPRESSION



CALIFORNIA ASSESSMENT PROGRAM

GRADE 8

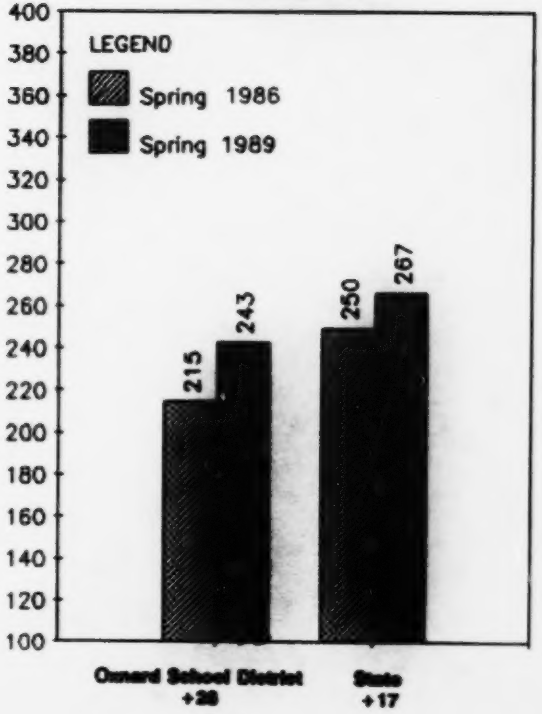




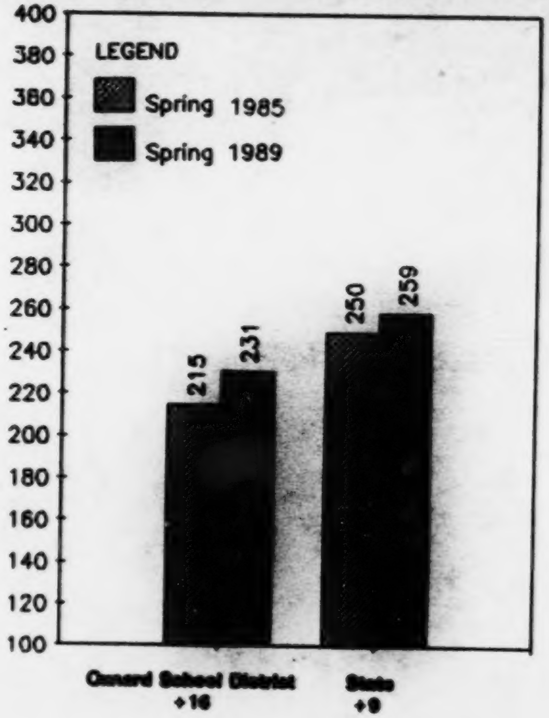
CALIFORNIA ASSESSMENT PROGRAM

GRADE 8

SCIENCE



HISTORY/SOCIAL SCIENCE



Learning, Retention and Forgetting

The report Learning, Retention and Forgetting by The Division of Research, University of the State of New York, State Department of Education, Albany, New York, (November 1978) provides a summary and analysis of research relating to learning, memory and retention among advantaged and disadvantaged children.

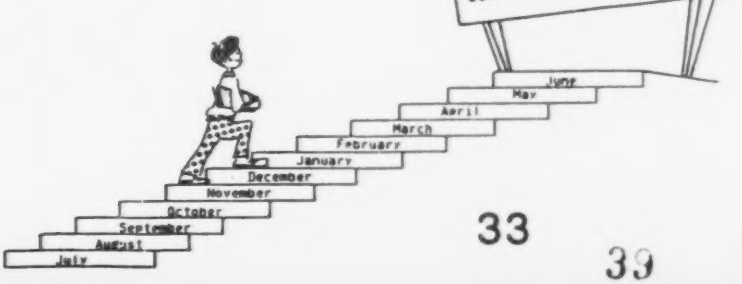
The studies cited in the New York report demonstrate that disadvantaged students and migrant students suffer most severely from the retention losses during no-schooling times.

SPECIFIC COGNITIVE RETENTION PROBLEMS OF MIGRANT CHILDREN

- Migrant and disadvantaged children lose about 27% more learning during summer months than their peers.
- Migrant and disadvantaged children miss more learning time in school due to mobility and excessive absenteeism.
- Migrant and disadvantaged children suffer more illness, social and economic interference to learning and retention than their peers.
- Migrant secondary school students lose credit and cannot transfer required courses due to mobility, severely reducing their chances of successful graduation.
- Migrant students lose access to supportive school and community services such as lunch programs, health services, testing cycles, and special education services.
- Migrant students lose access to supplementary school programs such as team sports, clubs, music and work experience programs.

PRIMARY COGNITIVE RETENTION ISSUES

- Summer Learning - Statistically significant differences have been documented repeatedly in cognitive retention of advantaged and disadvantaged children. During the summer months test scores for advantaged children remain the same or increase, especially in areas of language, reading and other school subjects which have a close correspondence to reading, and other school subjects which have a close correspondence to the students' summer activities. Disadvantaged children exhibit declining scores (equivalent to losses of weeks or months of schooling) during summer months. Therefore, as each summer ends, disadvantaged children fall progressively further behind their peers.
- School Year Retention - Losses in retention during the school year occur overnight, over weekends, or over holiday periods. Retention in this situation is dependent on many factors: effectiveness of teaching; initial set for learning; review; continuity of subject matters; building learning among subjects rather than interference between learnings; and opportunities to process and use learned materials. As in the summer, rates of retention during the school year are affected by corresponding learnings in the home environment. Advantaged children generally have their learning examined and reinforced at home while disadvantaged children experience no review, processing or continuity of learning at home, and in fact may experience learning or non-learning (problem) situations at home which interfere with or block school learning.



Educationally Disadvantaged Students Handicapped Most by Traditional 3-Month Vacation Break

The Oxnard School District has made a very consistent and significant increase in the average CAP scale scores for the various subject areas tested at grades three, six and eight -- an increase which has doubled and, in some areas, more than tripled the State's rate of increase in CAP scores.

While the District's CAP scores still fall below the state-wide averages, the disparity is narrowing; and it's narrowing rapidly because of the extraordinary gains being made by the educationally disadvantaged students enrolled in the District's compensatory education programs. As the research studies are finding, educationally disadvantaged students are handicapped most by the traditional 3-month vacation break -- and benefited most by the shorter, more frequent YRE vacation breaks.

This finding is firmly established by the CAP data presented on pages 29 through 31 of this report which indicates that the educationally disadvantaged students participating in the District's compensatory education programs are consistently achieving at a level well above the State averages for these programs.

There is a growing body of research

- New York State Board of Regents, Learning, Retention and Forgetting, 1978
- David and Pelavin, 1978
- Houston (Texas) Independent School District, 1985
- Los Angeles Unified School District, 1986

which reports that educationally disadvantaged students suffer significant losses in achievement over a three-month summer vacation.

The New York State Board of Regents report stated that educationally disadvantaged students lose about three to four months of their year's growth over the summer months compared with students scoring above grade level, who showed one month's growth during the summer.

California Assessment Program (CAP) scores for the educationally disadvantaged students enrolled in the Oxnard School District's compensatory education programs support the research findings that learning momentum, continuity and retention are maintained to a greater degree in a YRE program with shorter vacation periods than in a traditional school year with a three-month summer vacation period.

We believe that the CAP scores, which compare the achievement of students enrolled in the compensatory education programs provided by the Oxnard School District, Ventura County and the State of California at the District and at the State level confirm the educational advantage of YRE.

Parent Perceptions of the Oxnard School District

For the past nine years we have asked our parents to judge the quality of the programs and services provided by the Oxnard School District. In addition to the survey questions, comments were solicited which allowed parents to state areas of concern and/or commendation. The statistical data and compilation of comments have been a rich source of information in planning for improvements in the District's instructional programs and operational services.

Test scores, drop-out rates, the amount of homework and the academic rigor of the instructional program are all factors in what State Superintendent Honig calls "Quality Indicators". In addition, Mr. Honig has recommended that school districts develop local "Quality Indicators" which assess the effectiveness and efficiency of these programs and services.

The annual Parent Questionnaire is a local "Quality Indicator" which taps into an enormously valuable and important data base -- the feelings, attitudes and perceptions of the parents of the Oxnard School District.

Since this questionnaire was first administered in April, 1981, there has been a general improvement in the "Yes" or positive responses to the survey questions. This improvement has not occurred by accident; it reflects the combined emphasis of our entire staff to make the Oxnard School District the best it can be.

It is rewarding for our teachers, administrators and support staff to see this emphasis and effort toward improvement recognized and appreciated by the parents we serve.

The April, 1989 Parent Questionnaire

The 1989 Parent Questionnaire, distributed as a supplement to the District's April Menu Newsletter, resulted in a response by 5,257 parents -- 44.1% of the District's total enrollment.

> In the late 1960s and early 1970s, a number of school districts experimented with year-round school programs. Generally, students attended approximately the same number of days, but did so on a different schedule. Experience with year-round schooling found that well-designed programs produced significant benefits. These include reduced costs of certain texts and educational materials, and higher test scores. In districts where enrollment is increasing rapidly, using school year-round on staggered schedules is an alternative to costly construction of new buildings. Avoiding extended idle periods reduces vandalism. Shorter, more frequent vacations appear to improve attendance figures during instruction periods.
>
> Time for Results
> The Governors' 1991 Report on Education
> National Governors' Association
> Center for Policy Research and Analysis
> August, 1986

OXNARD SCHOOL DISTRICT

1051 SOUTH "A" STREET • OXNARD, CALIFORNIA 93030 • 805 / 487-3918

STAFF REPORT

89-90-01
Number

July, 1989
Date

1989 PARENT QUESTIONNAIRE

Norman Brekke
Requested by

Barbara Patterson Brown
Prepared by

BRIEF SUMMARY

The 1989 Parent Questionnaire, distributed as a supplement to the District's April Menu Newsletter, resulted in a response by 5,257 parents.

During the nine years we have used the questionnaire the response has generally increased each year.

1981	1,640 responses:	16.0%
1982	2,260 responses:	25.0%
1983	3,326 responses:	32.0%
1984	4,155 responses:	39.0%
1985	4,571 responses:	42.2%
1986	4,590 responses:	41.7%
1987	5,417 responses:	48.4%
1988	4,815 responses:	41.3%
1989	**5,257 responses:**	**44.1%**

We believe that a 44.1% response is excellent, and provides a statistically reliable assessment of our parents' perceptions of the services and programs offered by the Oxnard School District.

This Staff Report includes the district-wide and school-by-school data provided from the questionnaire. In addition, the report provides data on the results by each of the four YRE tracks.

While we are pleased with a pattern of "YES" responses, it is appropriate that the District and school-level staff study their relative strengths and weaknesses to assure continued improvement during the 1989-90 school year.

● Submitted by Board Request
☐ General Information
☐ Important Information
☐ Insert for Agenda Item No. _____
☐ Potential Agenda Item
☐ Response Is Encouraged

OXNARD SCHOOL DISTRICT

1051 SOUTH "A" STREET • OXNARD, CALIFORNIA 93030 • 805 / 487-3918

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Assistant Superintendent
Business and Fiscal Services

KENT PATTERSON
Assistant Superintendent
Personnel Services

August, 1989

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Since this questionnaire was first administered in April, 1981, it has served as an effective vehicle for many school and district-level improvements. These improvements have not occurred by accident; they reflect the combined emphasis of our entire staff to make the Oxnard School District the best it can be.

It is rewarding for our teachers, administrators and support staff to see this emphasis and effort toward improvement recognized and appreciated by the parents we serve.

Norman R. Brekke
Norman R. Brekke, Superintendent

OXNARD SCHOOL DISTRICT
REPORT

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Mr. Charles R. Johnson

ADMINISTRATION
Mr. Norman R. Brekke, Superintendent

APRIL, 1989 OXNARD SCHOOL DISTRICT — 1051 S. "A" STREET, OXNARD, CA 93030 VOL. XV, NO. 10

APRIL IS PUBLIC SCHOOLS MONTH

Abril es el Mes de las Escuelas Públicas

Public Schools: Learning for Living, a Place to Stop Drug Abuse is an appropriate theme for recognition of public schools month. April is also an appropriate time to ask our parents to complete a brief questionnaire indicating how well they believe the Oxnard School District is meeting its educational responsibilities. Your response to this questionnaire will help our staff and Board of Trustees in their continuing effort to provide the best educational program possible for your child.

Las Escuelas Públicas: Enseñanza para la Vida, un lugar para Detener el Abuso de las Drogas es un tema apropiado durante el mes de agradecimiento a las escuelas públicas. Abril es también la fecha apropiada para pedirles a nuestros padres de familia que completen un breve cuestionario indicando qué tan bien les parece a ellos que el Distrito Escolar de Oxnard le está haciendo frente a sus responsabilidades educativas. Sus respuestas a este cuestionario les ayudarán a nuestro personal y a la Junta Directiva en sus continuos esfuerzos por brindarle el mejor programa educativo posible a su niño(a).

The Oxnard School District would like to know . . .

Al Distrito Escolar de Oxnard le gustaría saber . . .

	YES *SI*	NO *NO*	UNDECIDED *INDECISO*	INSUFFICIENT INFORMATION *INSUFICIENTE INFORMACION*	
1. Do you feel that the school is placing the **proper emphasis** on the following basic skill subjects:	▽	▽	▽	▽	1. ¿Siente usted que la escuela le está dando el **énfasis apropiado** a las siguientes materias básicas?
(a) **Reading?**	☐	☐	☐	☐	(a) La **Lectura?**
(b) **Writing?**	☐	☐	☐	☐	(b) La **Escritura?**
(c) **Math?**	☐	☐	☐	☐	(c) Las **Matemáticas?**
(d) **Language Arts** (vocabulary, spelling, grammar)?	☐	☐	☐	☐	(d) Las **Artes del Lenguaje** (vocabulario, ortografía, gramática)?
(e) **Fine Arts** (art and music)?	☐	☐	☐	☐	(e) **Bellas Artes** (arte y música)?
2. Do you feel your child is receiving good **classroom instruction?**	☐	☐	☐	☐	2. ¿Cree usted que su niño(a) está recibiendo la **instrucción** apropiada **en su clase?**
3. Do you feel that your child's **instructional program** meets his/her needs?	☐	☐	☐	☐	3. ¿Cree Ud. que el **programa instructivo** de su niño(a) es apropiado para satisfacer sus necesidades educativas?
4. Do you feel that your child is receiving an adequate amount of **homework?**	☐	☐	☐	☐	4. ¿Le parece a usted que su niño(a) está recibiendo una cantidad adecuada de **tareas?**
5. Do you feel student **discipline** is being properly handled at the school?	☐	☐	☐	☐	5. ¿Cree usted que en la escuela se **controla** en forma apropriada **la conducta** de los estudiantes?
6. Do you feel you are being adequately **informed** about:					6. ¿Cree usted que le mantienen adecuadamente **informado** acerca de:
(a) Your child's **learning progress:**	☐	☐	☐	☐	(a) El **progreso** que ha tenido su niño(a) **en su aprendizaje?**
(b) School **plans and programs?**	☐	☐	☐	☐	(b) Los **planes** y **programas** escolares?
(c) Your child's **attendance?**	☐	☐	☐	☐	(c) La **asistencia escolar** de su niño(a)?
7. Do you feel your child **likes** school?	☐	☐	☐	☐	7. ¿Cree usted que a su niño(a) **le gusta** la escuela?
8. Do you feel your child's school is well **managed?**	☐	☐	☐	☐	8. ¿Cree usted que la escuela de su niño(a) está bien **administrada?**
9. Do you feel the staff at your school, such as the principal, teachers, secretaries, aides, and custodians, are **helpful** in your contacts with them?	☐	☐	☐	☐	9. ¿Cree usted que el personal de su escuela, tales como el principal, los maestros, las secretarias, los auxiliares y los conserjes **le brindan ayuda** al tratar con ellos?
10. Are you made to feel **welcome** at the school?	☐	☐	☐	☐	10. ¿Le hacen sentirse **bien recibido** en la escuela?

	YES SI	NO NO	UNDECIDED INDECISO	INSUFFICIENT INFORMATION INSUFICIENTE INFORMACION	
11. Do you feel that the school **buildings** are well maintained?	☐	☐	☐	☐	11. ¿Le parece a usted que los **edificios** escolares están bien cuidados?
12. Do you feel that the school **grounds** are well maintained?	☐	☐	☐	☐	12. ¿Le parece a usted que los terrenos escolares están bien cuidados?
13. Do you feel the **school bus system** is well **managed?**	☐	☐	☐	☐	13. ¿Cree usted que el **sistema del bus escolar** está bien **administrado?**
14. Do you feel that the school provides adequate opportunities for **parent involvement?**	☐	☐	☐	☐	14. ¿La parece a usted que la escuela les ofrece a los padres suficientes **oportunidades para participar?**
15. Do you feel the **District-level administrators manage** the District well?	☐	☐	☐	☐	15. ¿Cree usted que los **Administradores en el distrito administran** bien el Distrito?
16. Do you feel the **Board of Trustees manages** the District well?	☐	☐	☐	☐	16. ¿Cree usted que la **Junta Directiva administra** bien el Distrito?
17. **OVERALL,** are you generally satisfied with your child's school?	☐	☐	☐	☐	17. **POR LOS GENERAL** ¿se encuentra usted satisfecho(a) con la escuela de su niño(a)?
18. Do you feel that your child is receiving the same **quality instructional program** in a YRE class as he/she should have received in a traditional class?	☐	☐	☐	☐	18. ¿Le parece a usted que su niño(a) en la clase de YRE está recibiendo la misma calidad de programas educativos que hubiera recibido en una clase tradicional?

Please check the appropriate information in each of the three sections below.

Por favor indique la información apropiada en cada una de las tres secciones que están abajo.

My child attends:
Mi niño(a) va a la Escuela:

- ☐ CURREN
- ☐ DRIFFILL
- ☐ DWIRE
- ☐ ELM
- ☐ FREMONT
- ☐ HARRINGTON
- ☐ HAYDOCK
- ☐ JUANITA
- ☐ KAMALA
- ☐ LEMONWOOD
- ☐ MARINA WEST
- ☐ McAULIFFE
- ☐ McKINNA
- ☐ NUEVA VISTA
- ☐ RAMONA
- ☐ ROSE AVE.
- ☐ SAN MIGUEL
- ☐ SIERRA LINDA

My child is on:
Mi niño(a) está en el:

- ☐ TRACK A
- ☐ TRACK B
- ☐ TRACK C
- ☐ TRACK D

If you could change/improve one thing at your child's school, what might you suggest? What is there about your child's school that you believe deserves praise? Do you have any other comments?

¿Si usted pudiera cambiar o mejorar una cosa en la escuela de su niño(a), ¿qué recomendaría usted? ¿Qué cosa cree usted que merezca alabanza en la escuela de su niño(a)? ¿Tiene usted algún otro comentario?

____

____

____

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____

____

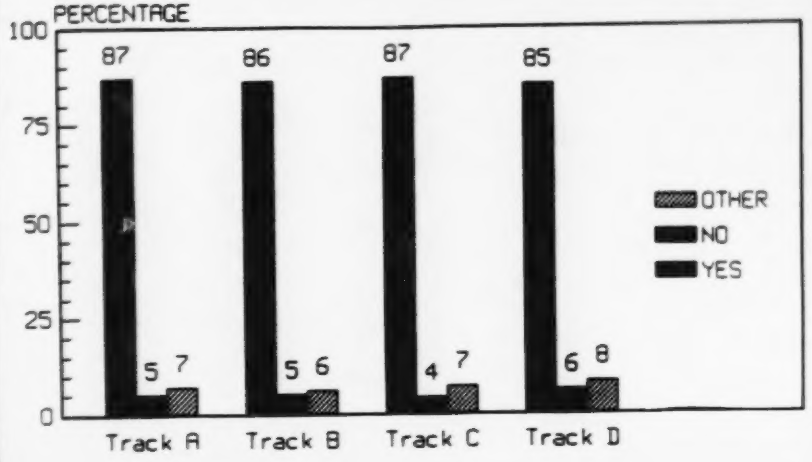
You need not sign your name, and you may return this response to your child's teacher, principal or mail directly to Superintendent Norman R. Brekke, 1051 So. "A" Street, Oxnard, CA 93030-7442. We hope you will take the time to respond and return this survey to one of the above-mentioned people by April 14.

Your response is most genuinely appreciated.

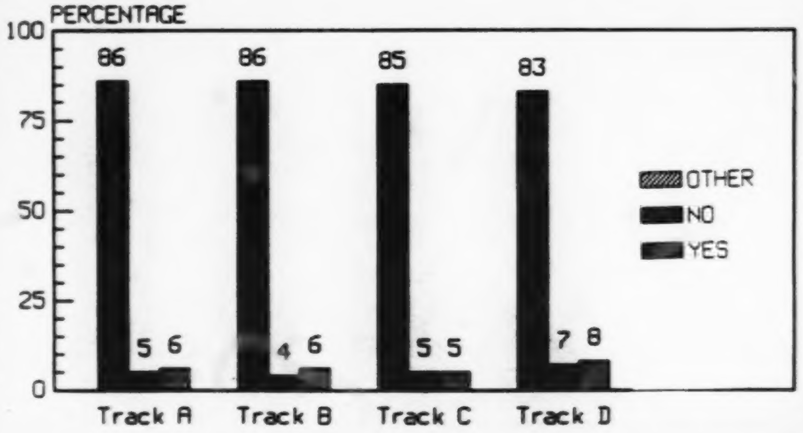
No es necesario que usted firme su nombre en este cuestionario, y puede devolvérselo al maestro o al principal de su niño(a), o puede enviarlo por correo directamente al: Superintendente Norman R. Brekke, 1051 So. "A" Street, Oxnard, CA 93030-7442. Esperamos que usted dedique unos momentos para contestar y devolver este cuestionario a una de las personas mencionadas arriba, a más tardar el 14 de abril.

¡Sinceramente le agradeceremos su respuesta!

1989 Parent Questionnaire
QUESTION 1 - Do you feel the school is placing the proper emphasis on READING?

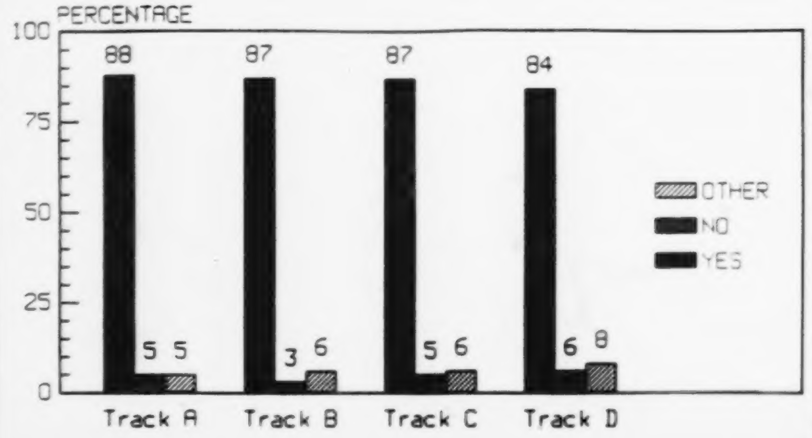


1989 PARENT QUESTIONNAIRE
QUESTION 2 - Do you feel the school is placing the proper emphasis on WRITING?

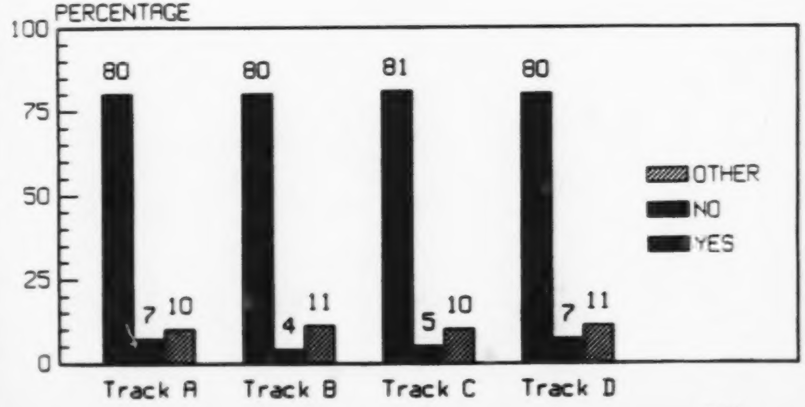


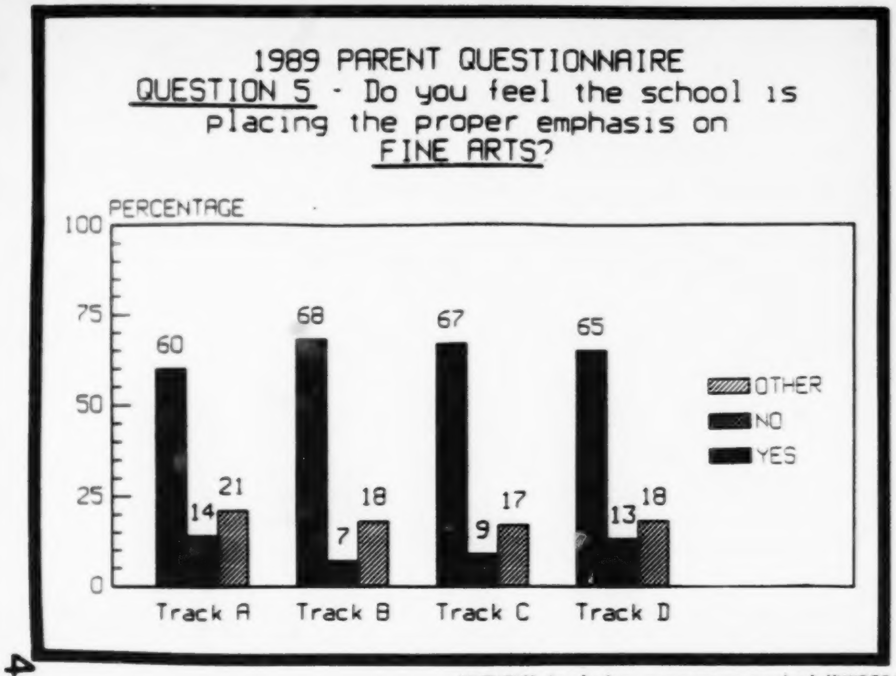
"OTHER" includes responses marked "UNDECIDED" and "INSUFFICIENT INFORMATION"

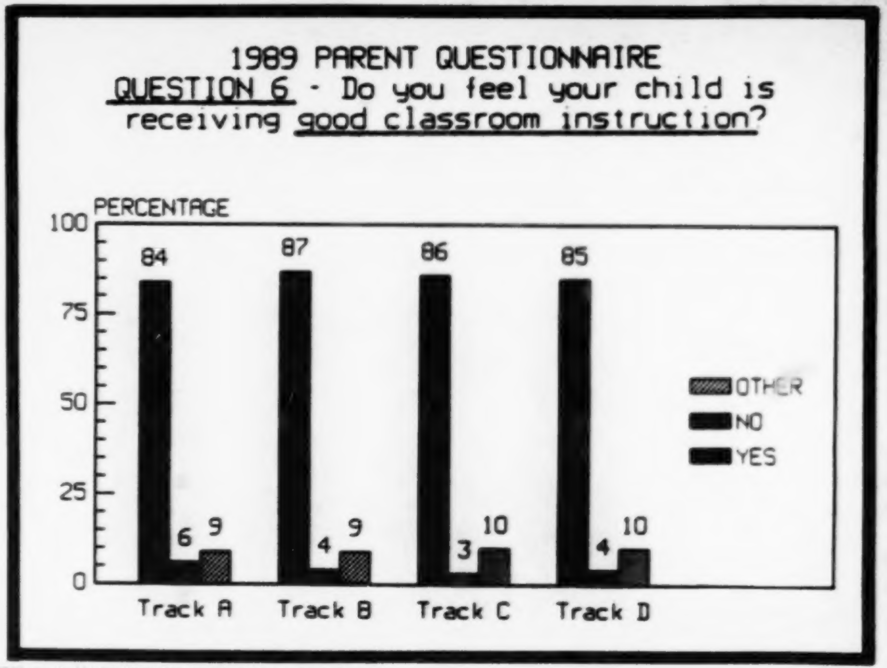
1989 PARENT QUESTIONNAIRE
QUESTION 3 - Do you feel the school is placing the proper emphasis on MATH?



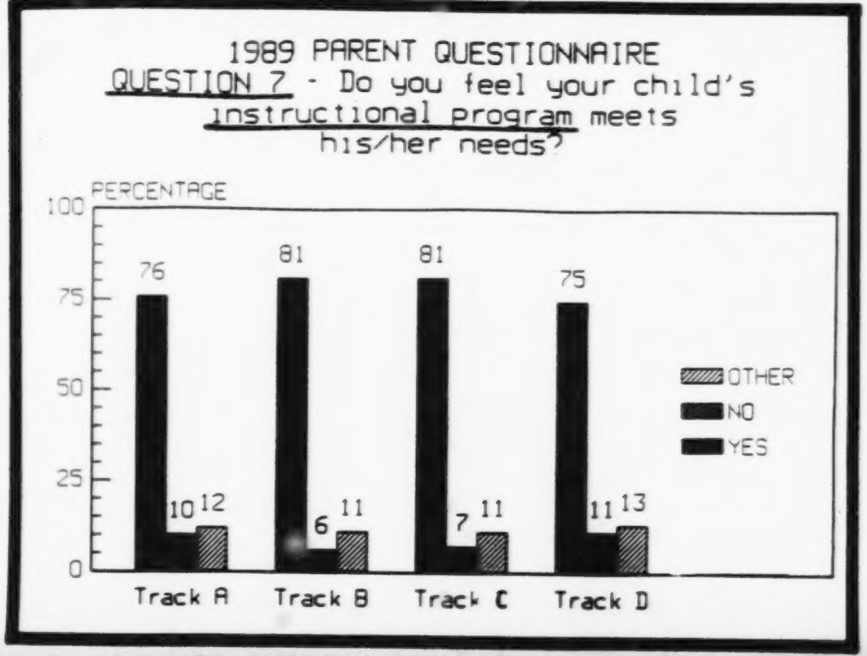
1989 PARENT QUESTIONNAIRE
QUESTION 4 - Do you feel the school is placing the proper emphasis on LANGUAGE ARTS?

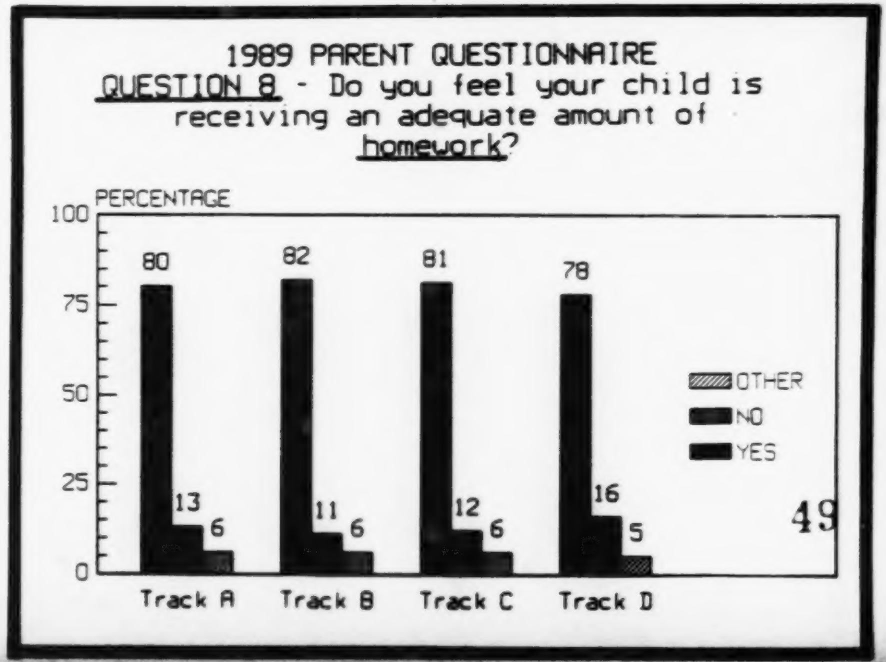


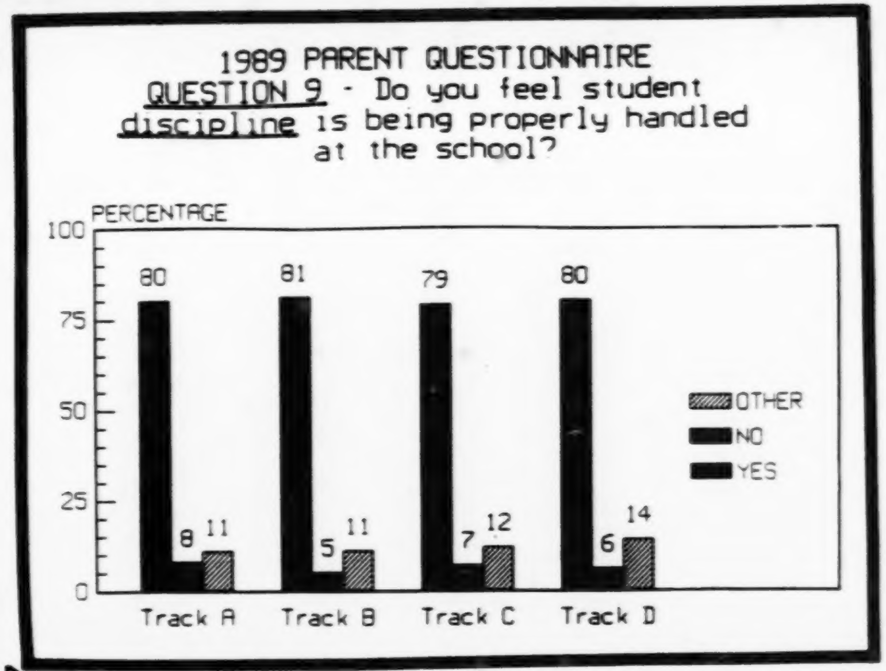

1989 PARENT QUESTIONNAIRE
QUESTION 5 - Do you feel the school is placing the proper emphasis on FINE ARTS?


1989 PARENT QUESTIONNAIRE
QUESTION 6 - Do you feel your child is receiving good classroom instruction?

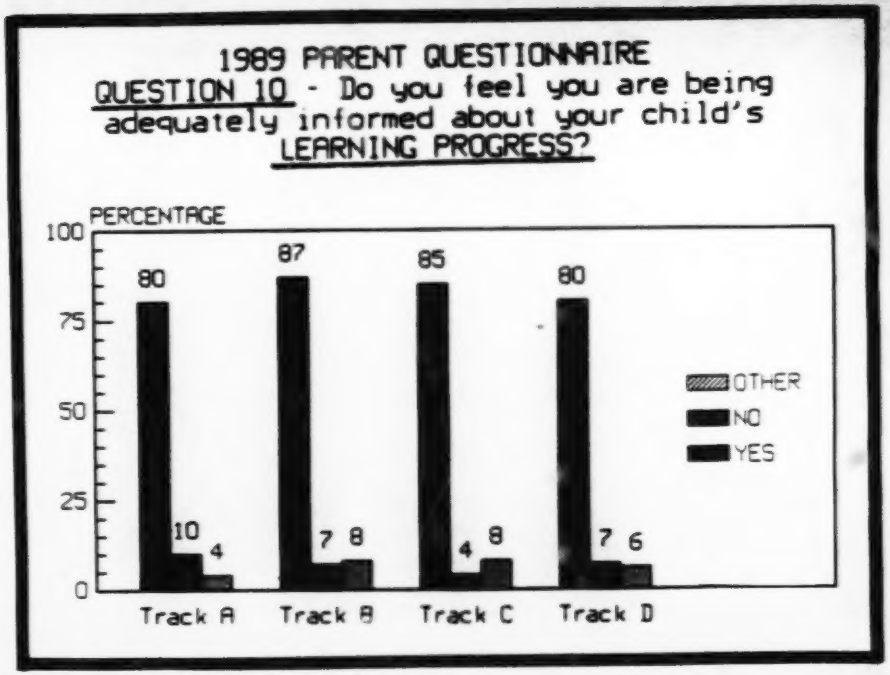
"OTHER" includes responses marked "UNDECIDED" and "INSUFFICIENT INFORMATION"


1989 PARENT QUESTIONNAIRE
QUESTION 7 - Do you feel your child's instructional program meets his/her needs?


1989 PARENT QUESTIONNAIRE
QUESTION 8 - Do you feel your child is receiving an adequate amount of homework?

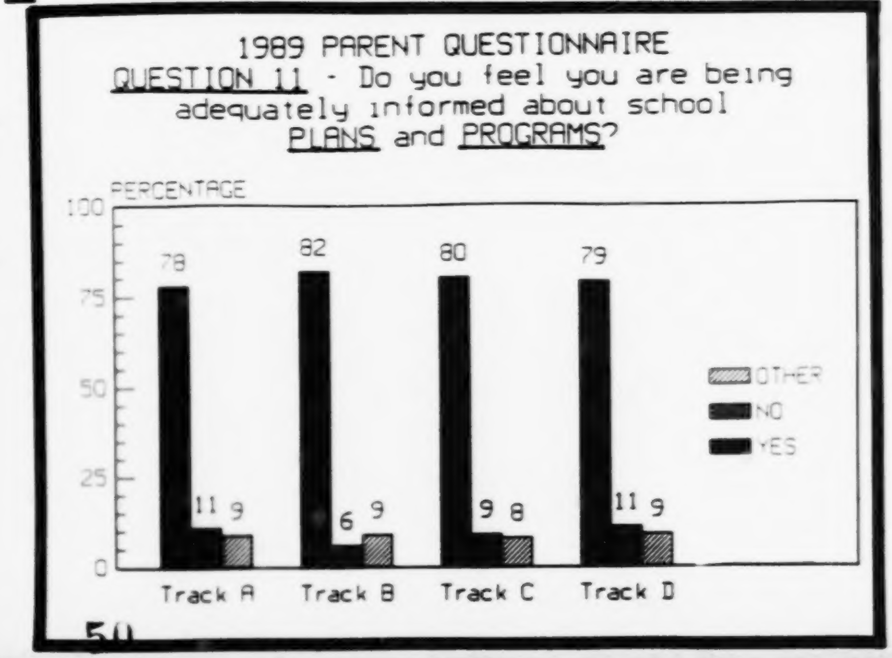


1989 PARENT QUESTIONNAIRE
QUESTION 9 - Do you feel student discipline is being properly handled at the school?

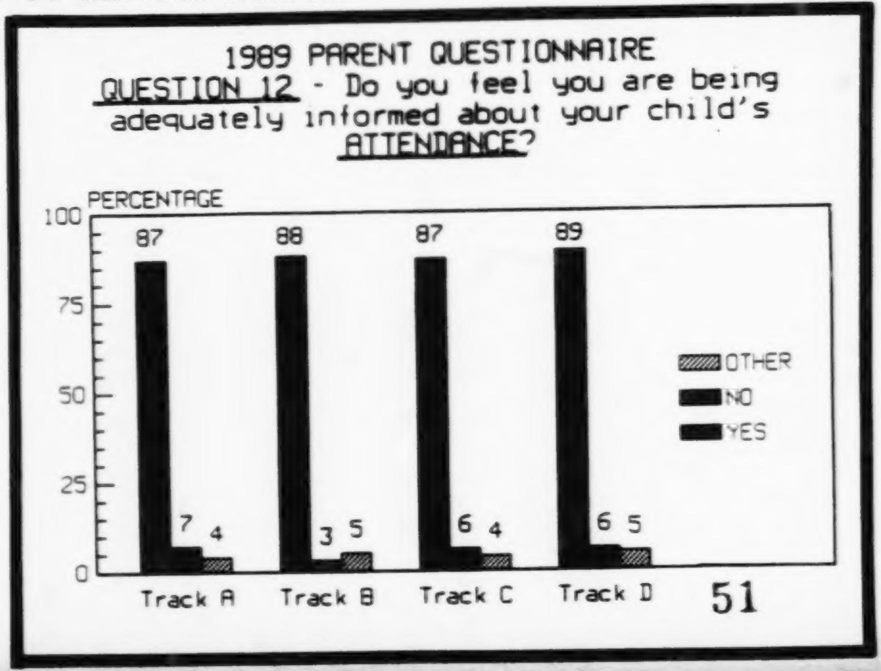


1989 PARENT QUESTIONNAIRE
QUESTION 10 - Do you feel you are being adequately informed about your child's LEARNING PROGRESS?

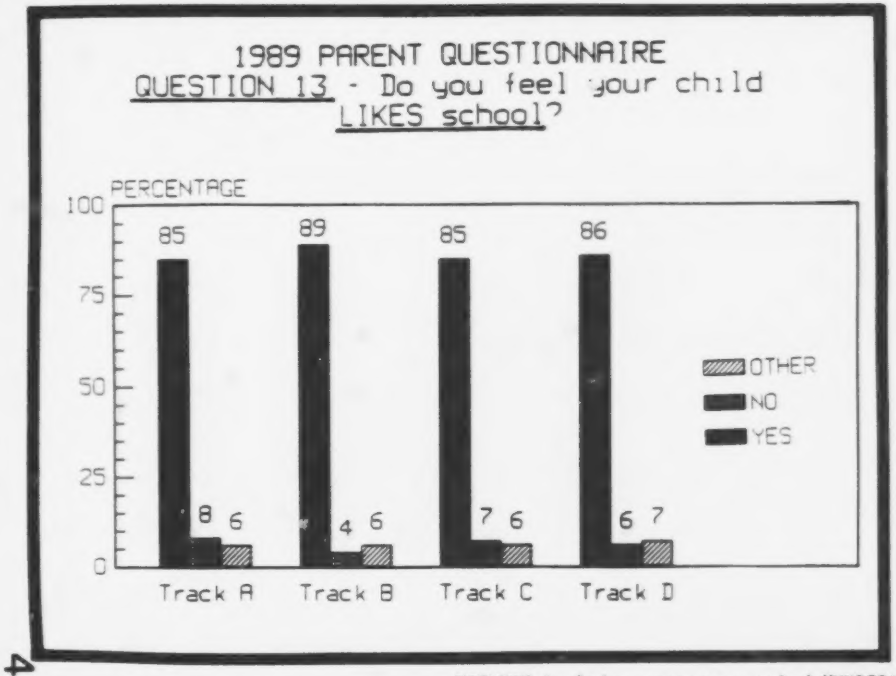
"OTHER" includes responses marked "UNDECIDED" and "INSUFFICIENT INFORMATION"



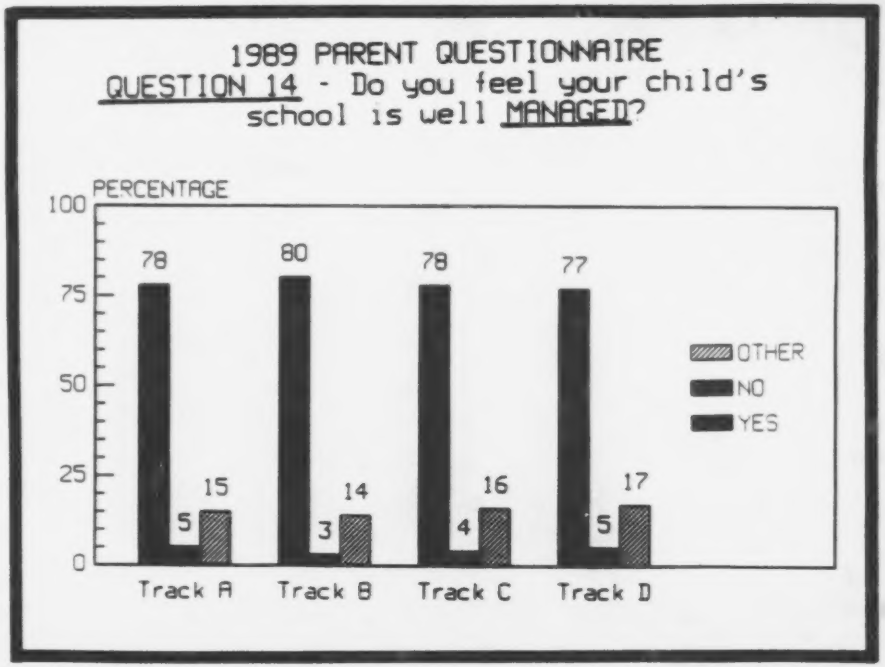
1989 PARENT QUESTIONNAIRE
QUESTION 11 - Do you feel you are being adequately informed about school PLANS and PROGRAMS?



1989 PARENT QUESTIONNAIRE
QUESTION 12 - Do you feel you are being adequately informed about your child's ATTENDANCE?

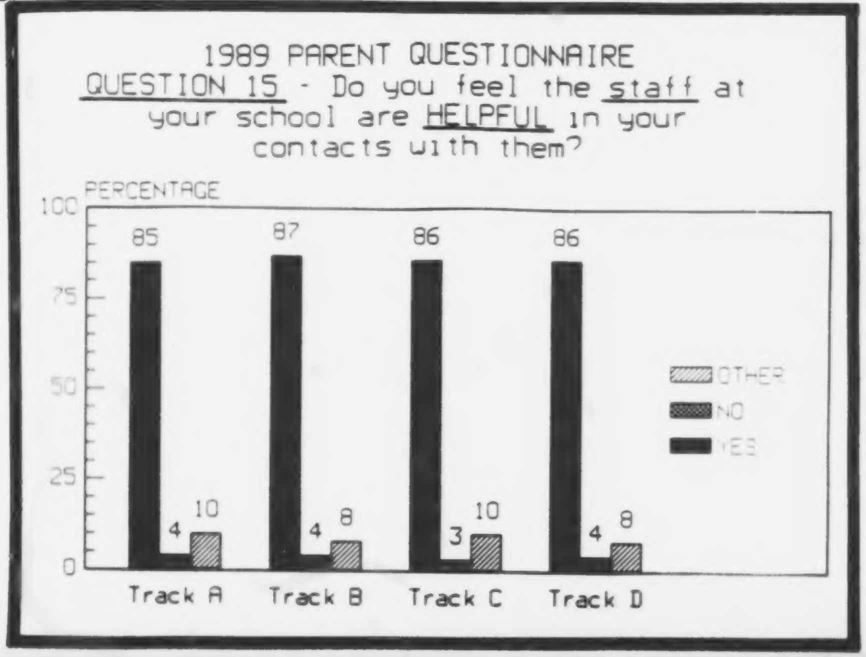


1989 PARENT QUESTIONNAIRE
QUESTION 13 - Do you feel your child LIKES school?

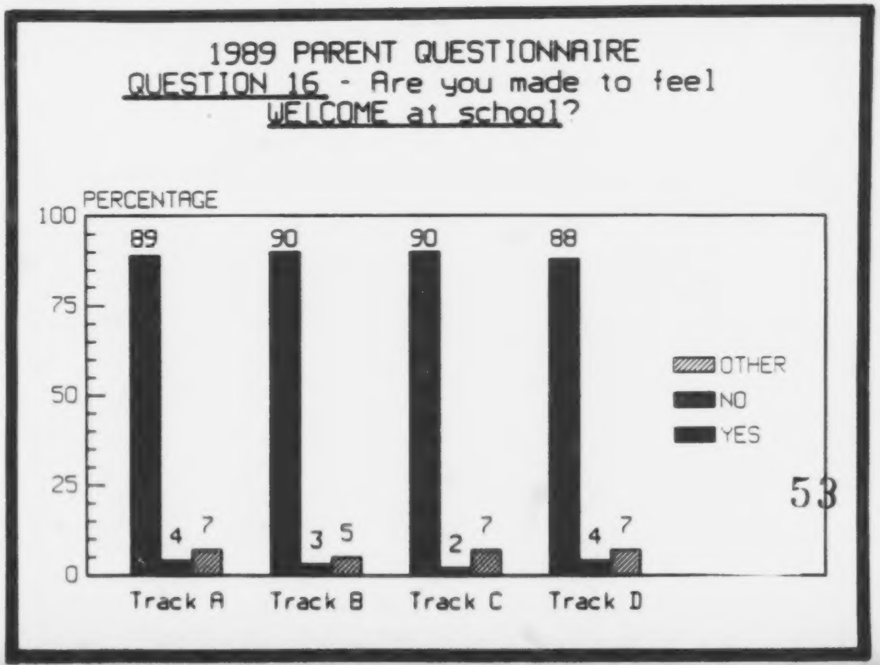


1989 PARENT QUESTIONNAIRE
QUESTION 14 - Do you feel your child's school is well MANAGED?

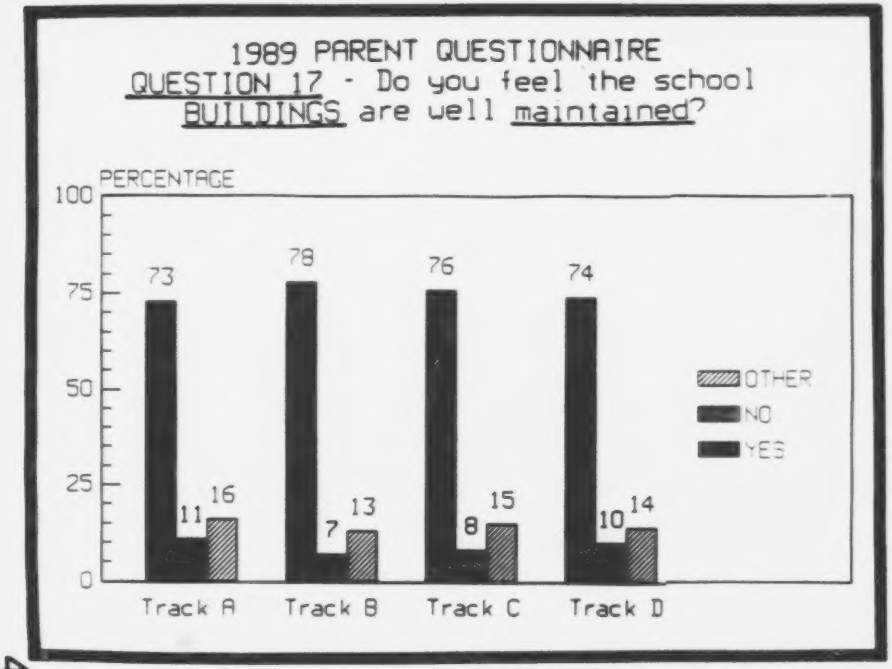
"OTHER" includes responses marked "UNDECIDED" and "INSUFFICIENT INFORMATION"



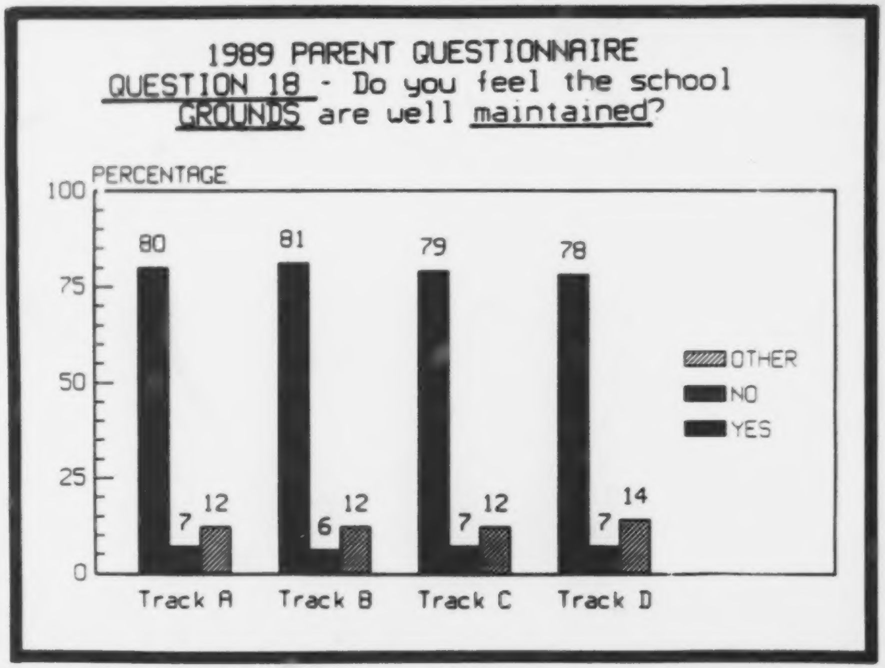
1989 PARENT QUESTIONNAIRE
QUESTION 15 - Do you feel the staff at your school are HELPFUL in your contacts with them?



1989 PARENT QUESTIONNAIRE
QUESTION 16 - Are you made to feel WELCOME at school?

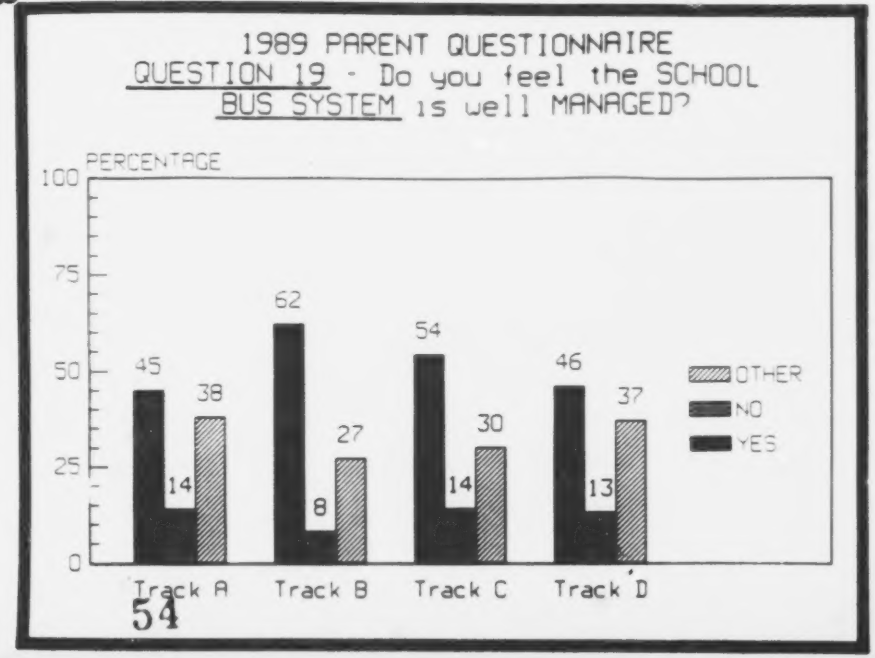


1989 PARENT QUESTIONNAIRE
QUESTION 17 - Do you feel the school BUILDINGS are well maintained?

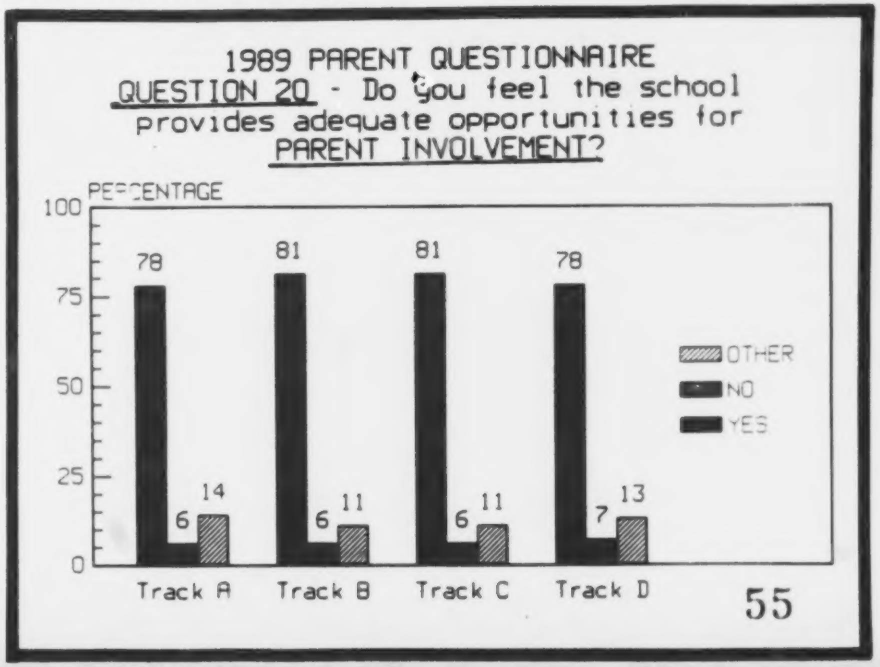


1989 PARENT QUESTIONNAIRE
QUESTION 18 - Do you feel the school GROUNDS are well maintained?

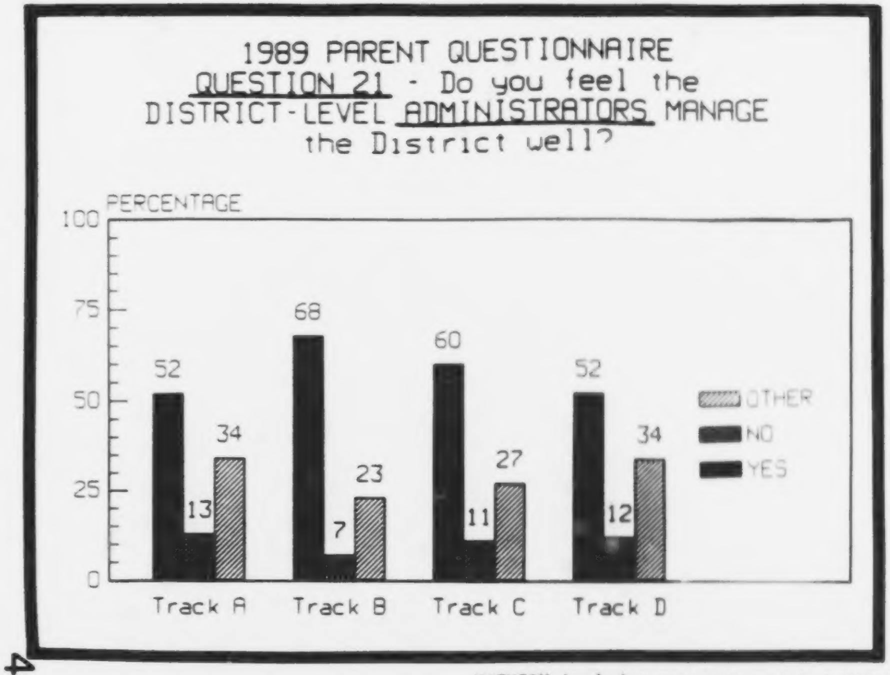
"OTHER" includes responses marked "UNDECIDED" and "INSUFFICIENT INFORMATION"

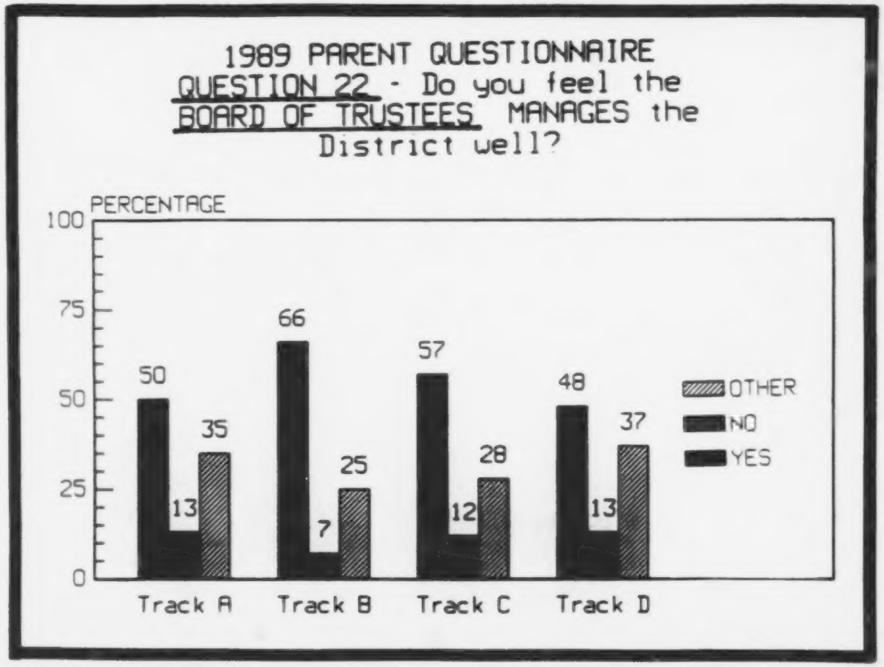


1989 PARENT QUESTIONNAIRE
QUESTION 19 - Do you feel the SCHOOL BUS SYSTEM is well MANAGED?

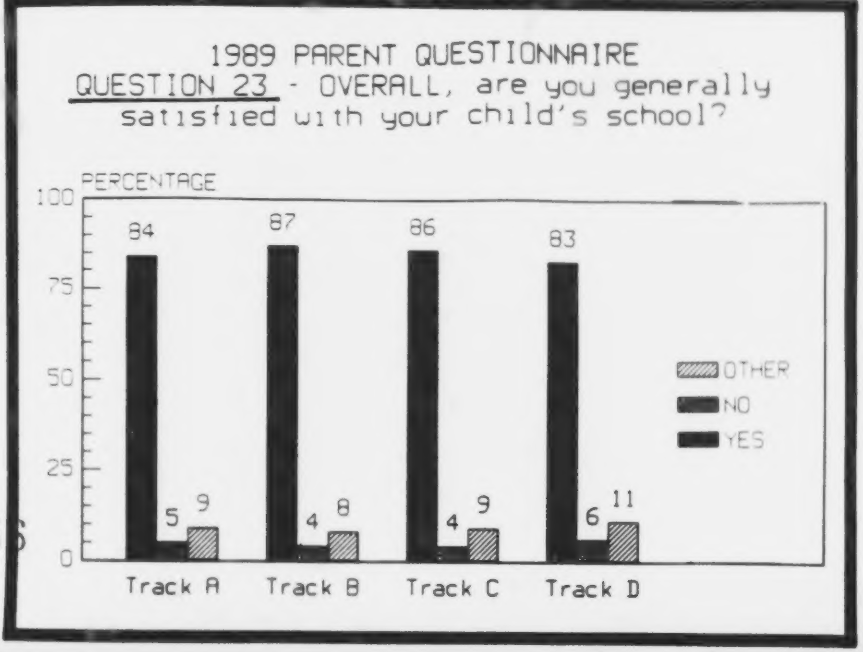


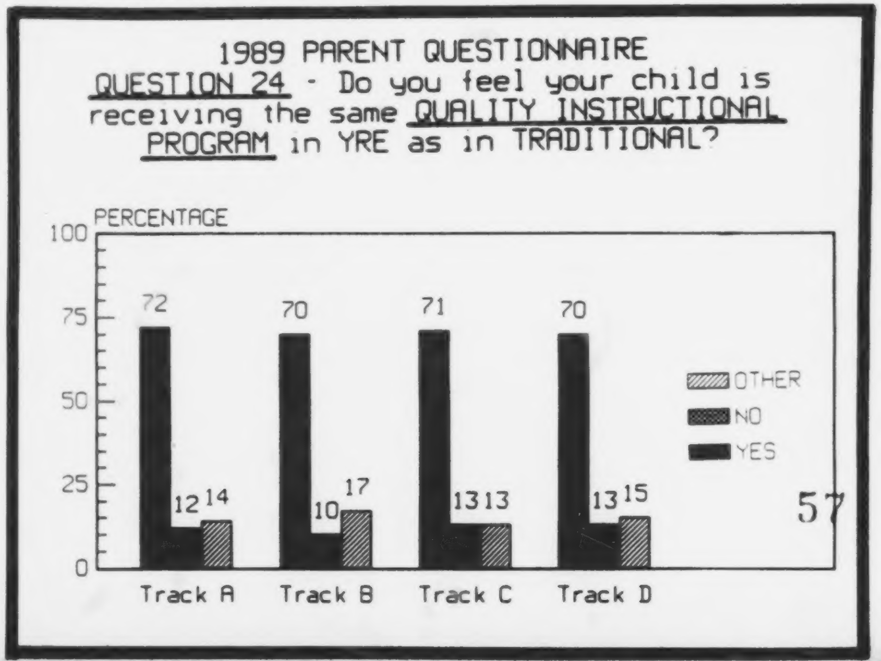
1989 PARENT QUESTIONNAIRE
QUESTION 20 - Do you feel the school provides adequate opportunities for PARENT INVOLVEMENT?


1989 PARENT QUESTIONNAIRE
QUESTION 21 - Do you feel the DISTRICT-LEVEL ADMINISTRATORS MANAGE the District well?


1989 PARENT QUESTIONNAIRE
QUESTION 22 - Do you feel the BOARD OF TRUSTEES MANAGES the District well?

"OTHER" includes responses marked "UNDECIDED" and "INSUFFICIENT INFORMATION"


1989 PARENT QUESTIONNAIRE
QUESTION 23 - OVERALL, are you generally satisfied with your child's school?


1989 PARENT QUESTIONNAIRE
QUESTION 24 - Do you feel your child is receiving the same QUALITY INSTRUCTIONAL PROGRAM in YRE as in TRADITIONAL?

Teachers' Views on Year-Round Education

The 1987 study on year-round education, "Year-round Education: Year-round Opportunities", published by the California State Department of Education, assessed teachers' view on year-round education. The impressions of teachers, as reported in the state study, is a fair reflection of the feelings of teachers within the Oxnard School District.

> The YRE calendar seems suitable to most teachers in the year-round programs. Almost 74 percent of the teachers said they liked teaching in the year-round program better than in the traditional program. To quote one, "I love this and never want to go back to the old system. To me it is the only civilized calendar there is." About 3 percent of the teachers could not support this view and cited being unable to take lengthy trips or attend summer school or rest sufficiently between sessions. However, a strong majority of teachers expressed high satisfaction with both the duration and frequency of vacations. Many felt that the year-round calendar provided relief from stress and that year-round teachers were not as subject to burnout as their counterparts in traditional programs. They also saw the calendar as providing opportunities for additional teaching and seasonal vacations. The few who were negative toward the calendar found the frequent stopping and starting of instructional sessions to be disruptive. But one teacher said, "It's especially good for migrant children. School's always open."
>
> Most year-round teachers agree that the calendar eliminates the usual boredom of the long traditional summer vacation for the students. After about three weeks the students are ready to come back to school.
>
> Year-round Education: Year-round Opportunities
> A study of Year-round Education in California
> California State Department of Education, 1987

Absenteeism of teachers and pupils has been at its lowest. Children show better retention of materials taught because of three shorter vacation periods spaced throughout the year.

MARINA WEST TEACHER
BETTY PARKER

ROSE AVENUE TEACHER
BARBARA YBARRA

I did not need to do a lot of review work with the pupils at the beginning of the school year. The frequent one month vacations seem to be adequate breaks for the children — time enough to rest, but not long enough to become restless.

Los Angeles Times Thursday, June 2, 1988

DAVID BUTOW / Los Angeles Times

During the summer-session rotation, students in Charlene Scudder's third-grade class at Marina West Elementary School are able to enjoy learning in an outdoor classroom.

Going to School Year-Round

Gradual Changeover in Oxnard Helps District Build Support

By PATRICIA WARD BIEDERMAN, *Times Staff Writer*

In Los Angeles, the prospect of year-round education has caused an anguished public outcry. Sixty miles up the coast in Oxnard, year-round schooling is as controversial as Bambi.

A booming agricultural community of 125,000, where strawberries tremble in the ocean breeze and real estate values are soaring along with the sea gulls, Oxnard has had year-round classes for a dozen years. Other school districts, including, ironically, Los Angeles Unified, had year-round schools earlier. But few districts have abandoned universal summer vacations with so little controversy.

In January, 1987, when Oxnard's school board made it the only fully year-round school district in the nation, the result was not a riot but a gratifying silence.

"There was not a word of protest," recalled Supt. Norman R. Brekke, who singles out that moment as the proudest in his 15-year administration.

Charlene Scudder, a 20-year classroom veteran who teaches third grade, was one of Marina West's initial cadre of year-round teachers. "The district gave us a lot of latitude," Scudder said, recalling how she and her fellow pioneers were encouraged to deal creatively with each new exigency the evolving system brought.

Watermelon Solution

"We knew that one of the hardest things for our kids was going to be getting through that first summer," Scudder said.

To keep the children in school from becoming terminally envious of the vacationing majority outside on their bikes, Scudder and her colleagues devised the Watermelon Solution.

As Scudder explained, the year-round teachers scheduled festive activities for their classes every few weeks. On one occasion, every class brought in watermelons, which they noisily consumed outside. "All the kids in the neighborhood were drooling," she recalled.

The classes also made their own ice cream, now a summer tradition in the Oxnard schools. "It worked," Scudder said. "In fact, we had kids from the neighborhood standing in our doors, asking if they could come in."

On those rare days when the rooms became uncomfortably hot, classes were held outside under the trees.

The year-round teachers resorted to flattery as well as bribery. "We would tell our kids, 'You're learning more,' " Scudder said. "They liked that. They would sit a little taller in their seats."

Teachers Must Be Flexible

Scudder said she knew from the start that year-round education would fly. "One of the reasons I knew it would work well was because I was working hard to make it work well," she said. Good year-round teachers have certain attributes, she said. They must be flexible and work well with other teachers.

They must also be willing to share, Scudder said. No Oxnard teacher has her own classroom in the traditional sense. Classrooms are always filled. When students on one track go on vacation, students on another track who are coming back from vacation move into the classroom that has just been vacated.

Switching classrooms is the thing Scudder likes least about the system. (It is also a major concern of parents new to the system, according to school office staff who say they get calls from parents who fear that a new room means a new teacher.)

"Year-round would be ideal if we didn't have to move from place to place," Scudder said.

Over the years, however, teachers have found ways to minimize the inevitable disruption.

Central Storage Room

Built in the '60s, Marina West is made up of groups of classrooms clustered around a central storage room. All the teachers in Scudder's building (or mod, for module) are able to store materials in the central area, no matter which classroom they are teaching in at the time. The district's maintenance department also designed special movable storage units for the teachers' supplies and teaching aids.

Instead of trying to get everything done on one frantic moving day, the teachers have learned to make the transition over a less hectic "moving week," Scudder said.

On the last day, the children empty their desks and tie their crayons and personal items inside a plastic supermarket bag, which is labeled and stashed for them until they return from vacation. Rediscovering their things is a pleasant part of the first day back, she said. The outgoing teacher also leaves an attractive display on the bulletin board for the incoming teacher.

The first year the year-round calendar was offered, about 40% of eligible Oxnard parents opted for it. The percentage grew each year. From the beginning, Scudder said, the program was perceived as a quality one. Many parents viewed it "as a little private school within a public school," she said. "Parents talk. The message traveled real fast: 'Get your children into year-round.' "

ATTACHMENTS

A 3 CLASSROOMS HOUSING 4 CLASSES

This chart illustrates the class rotation necessary to generate a 1/3 increase increase in a school's student enrollment capacity.

B INTERMEDIATE SCHOOL (GRADE 7 AND 8) INSTRUCTIONAL PROGRAM

Oxnard maintains two intermediate schools: one enrolls approximately 1000 students; the other approximately 1200 students. A 4-track YRE intermediate school of 1200 students must be programmed as four independent, separate tracks of 300 students each. Since each YRE track is essentially a "school-within-a-school", it has been necessary to schedule a common program of classes for all students. Except for instrumental music which may be taken in place of 6 trimester survey courses, the program provides for no student-selected elective classes.

C JOB DESCRIPTION FOR LEARNING DIRECTOR

Oxnard's intermediate and large elementary schools have Learning Directors assigned to provide assistance to the principal and administrative support for the staff and students. These administrative positions offer greater flexibility and a broader base of service than the more common positions of vice/assistant principal, dean, or counselor.

D YRE TRACK PREFERENCE FORM FOR KINDERGARTEN

At the time of kindergarten registration, it is necessary for parents to express a YRE track preference for their child. This form helps to assure that all children of one family are assigned to the same YRE track/ calendar.

E YRE TRACK PREFERENCE FORM FOR GRADES 1-8

This track preference form is used for new enrollees to assure that all siblings are assigned to the same, and preferred, YRE track.

F BOARD POLICY (8065 BP) AND ADMINISTRATIVE PROCEDURES (8065 AP) CONCERNING THE ASSIGNMENT OF STUDENTS OF ONE FAMILY TO THE SAME SCHOOL CALENDAR

Families with two or more children in the District need assurance that they are assigned to the same YRE track. Since some special classes are assigned to designated tracks, i.e. GATE (Gifted and Talented Education) and certain special education classes, care needs to be given to the assignment of siblings who are not enrolled in the special classes to the same track.

G REQUEST FOR A COMMON TRACK ASSIGNMENT FOR FAMILIES WITH TWO OR MORE STUDENTS

Occasionally when several children of one family are enrolled in mid-year, there may not be classroom space for all such children on the same YRE track. These children are assigned to classes/tracks with available space: and as student mobility allows, a common track placement is arranged for these families.

H CHANGE OF TRACK REQUEST FORM

There are occasions when students are assigned to a track with available space which may not be the parents' preferred choice. Except for changes in track assignment which places all children of a family on a common YRE calendar, midyear track changes are made only when compelling circumstances require. Normally, track changes are made either within the first ten days of the school year or held until the beginning of the following school year. A midyear track change may result in an instructional year of less than the required 180 school days.

I ARCHITECTURAL DESIGN FOR CHRISTA McAULIFFE ELEMENTARY SCHOOL

Christa McAuliffe School has been designed especially for YRE and will accommodate 3 kindergarten classrooms and 25 classrooms for grades 1-6. All teachers will be provided twelve-month office-preparation space, including those teachers on intersession/vacation. This school will be completed for the beginning of the 1988-89 school year (July, 1988).

J MODIFIED SCHOOL YEAR CALENDAR: ADDENDUM TO EMPLOYMENT CONTRACT

While many certificated categorical and non-teaching support staff, i.e. psychologists, nurses, Chapter I program coordinators, etc., have a contract obligation for 183 duty days per year, these days may be spread, with approval of the employee's immediate supervisor, over a 12-month period.

Likewise, principals and other administrators must take vacation when school is in session. Vacation days may be scheduled at anytime during the 12-month school year with the approval of the appropriate supervisor. (Principals are on duty 225 days per school year and are given 21 days of vacation beyond the 15 federal, state and local holidays. Schools are in session 243 days each year.)

K SPECIFICATIONS FOR YRE MOBILE STORAGE CABINETS

Mobile storage cabinets are essential to a multi-track YRE program. As teachers and classes vacate their classrooms for intersession, there is a need to place teacher and student materials in mobile cabinets which can be located in a storage area outside the classroom. The design and specifications of the mobile storage cabinets, as shown, reflect several modifications which assure necessary durability and storage space.

L YEAR-ROUND RECREATIONAL AND CAMPING OPPORTUNITIES

It is important that students enrolled in a YRE program have year-round access to those programs and recreational opportunities normally available in June, July and August. Private, State and City agencies have been responding to this need.

M STUDENT ENROLLMENT AND YRE GROWTH IN CALIFORNIA: 1968 through 1989

In July, 1968, the first YRE single-track (50-15) program began at Park School in Hayward. California's first multi-track YRE program began in the Chula Vista and La-Mesa-Spring Valley school districts in 1971. In a span of 22 years, YRE enrollment has grown from 442 students (1968) to 447,887 (1989).

N INCREASE IN YRE ENROLLMENT IN CALIFORNIA AND UTAH: 1988-89 to 1989-90

The 1989-90 school year began in California with a 25.8% increase in YRE enrollment; Utah began the year with a 31.7% increase in YRE enrollments.

O CORRELATION BETWEEN FASTEST GROWING AREAS IN CALIFORNIA AND THE IMPLEMENTATION OF YRE

CORRELATION BETWEEN RAPID GROWTH AREAS IN THE UNITED STATES AND THE IMPLEMENTATION OF YRE

P SCHOOL OVERCROWDING OPTIONS

The Los Angeles Times on December 12, 1989 listed the benefits and drawbacks for each of the 7 YRE options under consideration by the Los Angeles Unified School District.

Q "FINDING: KEEP SCHOOLS OPEN YEAR-ROUND," THE AMERICAN SCHOOL BOARD JOURNAL, DECEMBER, 1989

In a 1983 poll only 20% of the respondents opted for year-round education; a similar poll in October 1989, 73% of the respondents indicated support for year-round schools.

R YRE: ITS TIME HAS COME!

A presentation to the Florida Council of 100 on November 9, 1989.

S "CLASSES THE YEAR-ROUND PASS THE TEST FOR MANY," THE NEW YORK TIMES, NOVEMBER 8, 1989

T "LESSON IN YEAR-ROUND SCHOOLS," LOS ANGELES TIMES, DECEMBER 13, 1989

ALBERT SHANKER ON SCHOOL REFORM

DAVID KEARNS AND DENIS DOYLE ON ORGANIZATIONAL CHANGE

U YRE-RELATED LEGISLATION IN CALIFORNIA AND UTAH

California's AB 1650 (1987) and Utah's SB102 (1987), SB128 (1987) and SB254 (1987) have prompted the expansion of YRE.

V "YEAR-ROUND SCHOOLING MAKES FINANCIAL AND ECONOMIC SENSE," THE AMERICAN SCHOOL BOARD JOURNAL, OCTOBER, 1989

Carole A. Parrish, a member of the Marion County, Florida Board of Education presents a convincing case for YRE.

W THE CASE FOR YEAR-ROUND EDUCATION: AN IDEA WHOSE TIME HAS COME

This position paper on YRE was prepared by NAYRE's Executive Director, Dr. Charles E. Ballinger, and presented to the National Governor's Association for consideration at the President's Education Summit on September 27-28, 1989.

X HONIG'S BACK-TO-SCHOOL MESSAGE: GET READY FOR A CROWD

GOVERNOR'S ACTION AGENDA ENCOURAGES YRE

Y "GOVERNOR LISTS A BROAD AGENDA," LOS ANGELES TIMES, JANUARY 10, 1990

"GOVERNOR DEUKMEJIAN DELIVERS STATE OF THE STATE MESSAGE: SUPPORT GIVEN TO YRE AND $1.6 BILLION SCHOOL BOND ACT"

Z RESOURCES AND ASSISTANCE WITH YRE

REBUILDING, RESTRUCTURING, REFORMING THE MODEL A FORD

Much of what has occurred in the name of educational reform can be likened to an effort to improve upon the performance of the most magnificent invention of its time: the venerable Model "A" Ford.

We've been repairing it;
    tinkering with it;
    fine-tuning it;
We've added Michelin radials,
    velour upholstery,
    a new metallic paint,
    and pumping it with super-octane fuel

-- and we're expecting its performance on the interstate to equal the sleek Porsche or the high-performance Mercedes.

The machine was a wonder in its time; but all the repairs, tinkering and fine-tuning will not produce today's requirement for comfort and performance!

... and so it is with our nation's schools.

In our effort to squeeze that last 5-10% of horsepower/efficiency/productivity from an outdated, obsolete system, we have tinkered, fine-tuned and repaired to the limit by:

boosting graduation requirements,
requiring more students to pass more tests,
increasing the length of the school year and adding more minutes to the
    instructional day -- more of the same,
tightening teacher certification standards (adding the Michelins),
and other -- mostly "cosmetic" -- changes!

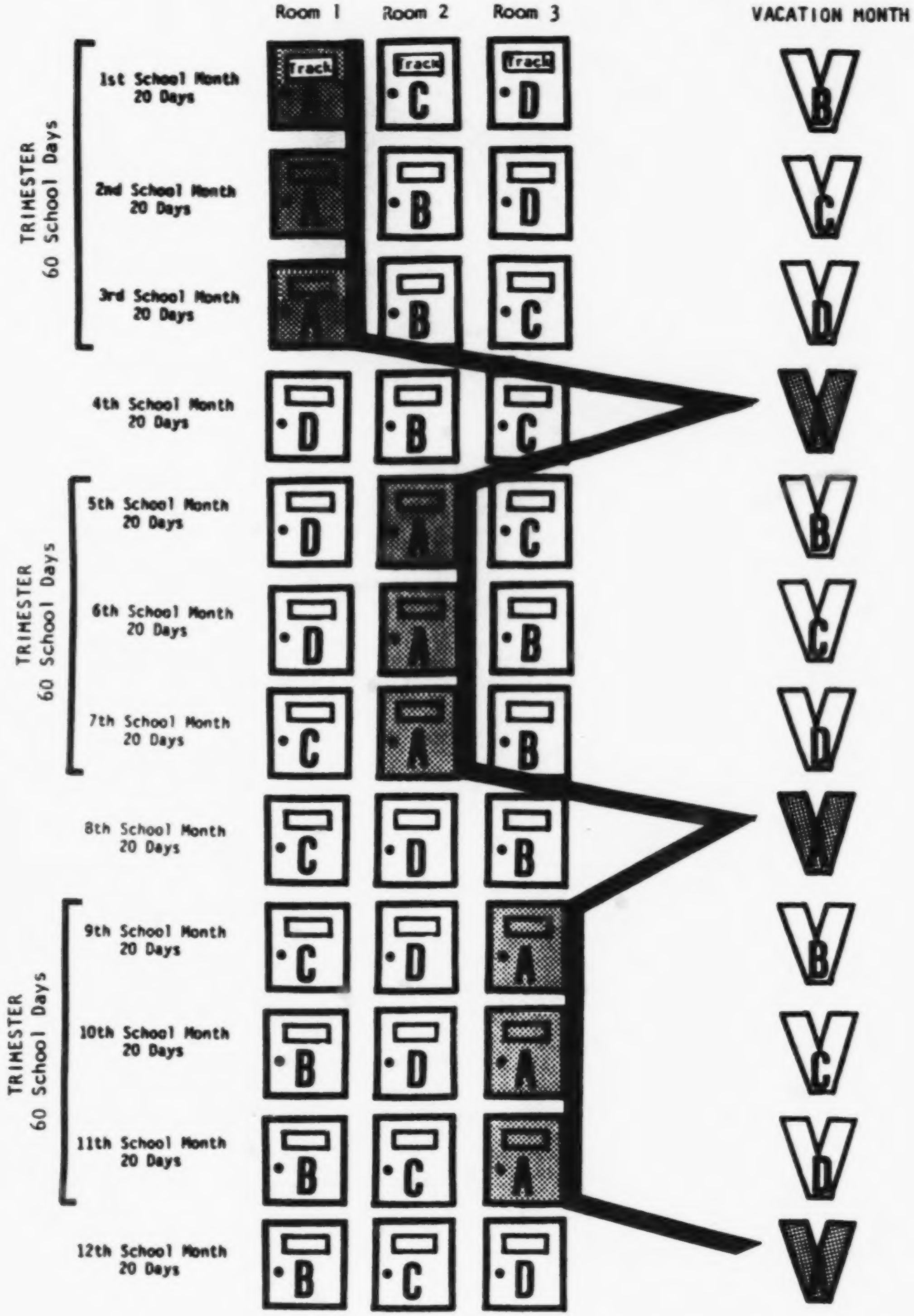
And we've done all this with amazing results: we've created such teacher stress, frustration and "burnout" that we're forcing the best and brightest of our profession into more rewarding and profitable endeavors, and with little, if any, improvement in the academic achievement of students.

Perhaps the title of a once-popular song says it best:

"THE OLD MULE DON'T PLOW GOOD ANYMORE!"

3 CLASSROOMS HOUSING 4 CLASSES

60-20 YRE Plan: An illustration showing how a YRE School can add 1/3 more students to a school building than would be possible in a traditional (September-June) calendar.



Attachment A

How to place 1000 students in 750 seats

A problem of student over-enrollment in limited facility space can be handled by utilizing a multi-track schedule. In such a plan, students are divided into equal groups. While most students attend school, other students may be on vacation. When vacationing students return, a group of students who have been attending school adjourn from the classroom for their vacation period.

The solution to overcrowding can be illustrated numerically. Suppose 1000 students are enrolled in a school built for about 750 in attendance at one time. The administrator/planner organizes the total number of students into approximately equal groups:

Group A - 250 students

Group B - 250 students

Group C - 250 students

Group D - 250 students

Total student body - 1000 students

Thus, rated capacity of the school building(s) can be observed in this fashion:

Group A - in school)

Group B - in school) 750 pupils in school

Group C - in school)

Group D - on vacation 250 pupils on vacation

After Group D returns from vacation, Group A adjourns for vacation. Thus the new pattern looks like this:

Group A - on vacation 250 pupils on vacation

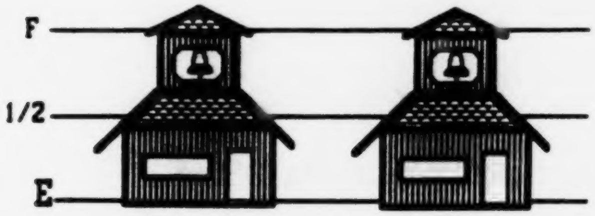
Group B - in school)

Group C - in school) 750 pupils in school

Group D - in school)

Stated limits of capacity can be adhered to, while a greater number of students are enrolled in a given school.

TAPPING THE FULL UTILIZATION AND FULL POTENTIAL OF OUR SCHOOLS THROUGH YEAR-ROUND EDUCATION



OXNARD SCHOOL DISTRICT

1051 SOUTH "A" STREET • OXNARD, CALIFORNIA 93030 • 805 / 487-3918

Intermediate School Instructional Program

Grade 7 and 8

The program at the intermediate school level includes a 7-period instructional day with 51-minute periods (357 minutes of daily class time for students); a 6-period (306-minute) teaching schedule plus one 51-minute preparation period for teachers.

1. Reading (a)
2. English

3. Mathematics
4. Social Studies
5. Science
6. Health (1 Period per week)
   Physical Education (4 Periods per week)

7. Survey Courses (b)

   1988-89 Schedule

   A. Study Skills/Art II (c)
   B. Youth and the Law
   C. Multicultural Studies

   1989-90 Schedule

   D. Study Skills/Life Skills
   E. Music Appreciation
   F. Art I

8. Instrumental Music (d)

(a) Reading and English are provided in a 2-period (102 minute) block. Each day, during this time period, all students will receive 25 minutes of Computer Assisted Instruction (WICAT) in Reading/English.

(b) Three trimester survey courses will be scheduled for all 7th and 8th grade students for each of the 2 years of the intermediate school program. In 2 years, students will be programmed for all 6 survey classes.

(c) A two-week Study Skills unit is presented at the beginning of the first trimester each school year. Art II and Life Skills would, therefore, have 10-week instructional blocks rather that a full 12-week trimester.

(d) If a student elects to take a full-year class in instructional music during the 7th and/or 8th grade, this offering is available in lieu of the schedule of survey courses.

Attachment B

INTERMEDIATE SCHOOL INSTRUCTIONAL PROGRAM

GRADE 7

2-Period Language Arts Core (a)

Survey Courses (b)

TRIMESTER								
1	READING	ENGLISH	MATHEMATICS	Lunch	SOCIAL STUDIES	SCIENCE	HEALTH (e) PHYSICAL EDUCATION	STUDY SKILLS (c) ART I
2	READING	ENGLISH	MATHEMATICS	Lunch	SOCIAL STUDIES	SCIENCE	HEALTH PHYSICAL EDUCATION	MULTICULTURAL STUDIES
3	READING	ENGLISH	MATHEMATICS	Lunch	SOCIAL STUDIES	SCIENCE	HEALTH PHYSICAL EDUCATION	YOUTH AND THE LAW

GRADE 8

TRIMESTER								
1	READING	ENGLISH	MATHEMATICS	Lunch	SOCIAL STUDIES	SCIENCE	HEALTH PHYSICAL EDUCATION	STUDY SKILLS/ (c) LIFE SKILLS
2	READING	ENGLISH	MATHEMATICS	Lunch	SOCIAL STUDIES	SCIENCE	HEALTH PHYSICAL EDUCATION	MUSIC APPRECIATION
3	READING	ENGLISH	MATHEMATICS	Lunch	SOCIAL STUDIES	SCIENCE	HEALTH PHYSICAL EDUCATION	ART II

(a) Reading and English are provided in a 2-period (102-minute) block. Each day, during this time period, all students will receive 25 minutes of Computer Assisted Instruction (WICAT) in Reading/English.

(b) Three trimester survey courses will be scheduled for all 7th and 8th grade students for each of the 2 years of the Intermediate school program. In 2 years, students will be programmed for all 6 survey classes.

(c) A two-week Study Skills unit is presented at the beginning of the first trimester each school year. Art II and Life Skills would, therefore, have 10-week instructional blocks rather than a full 12-week trimester.

(d) Health is scheduled for one period per week; Physical Education is scheduled for 4 periods per week.

If a student elects to take a full-year class in instructional music during the 7th and/or 8th grade, this offering is available in lieu of the schedule of survey courses.

Attachment C

TITLE: **LEARNING DIRECTOR**

QUALIFICATIONS:

1. A Master's Degree
2. A valid and appropriate Administrative Credential or an appropriate Supervision Credential in compliance with the provisions of Title 5, California Administrative Code, Sections 80125-80127 and California Education Code, Section 44270
3. A minimum of 3 years of successful, full-time public school teaching experience.
4. Possess the following personal qualities:
   - a. ability to meet district standards for physical and mental health
   - b. evidence of good moral character
   - c. satisfactory recommendations from training supervisors or other professionals who have observed the candidate's personal characteristics, scholastic achievement and job-related performance
5. Such alternatives to the above qualifications as the District may find appropriate and acceptable

REPORT TO: Designated Principal

SUPERVISES: Certificated and classified staff as assigned

JOB GOAL: To assist the principal in fulfilling his/her major responsibilities as chief administrative officer and educational leader of the school act as the principal in principal's absence from the school; assist in the development, implementation, evaluation and improvement of school district programs, policies and procedures.

PERFORMANCE RESPONSIBILITIES:

The learning director shall assume the role of a site administrator during his/her absence and assist the principal in appropriate administrative areas. Duties of the learning director shall include, but are not necessarily limited to, the following:

1. Assists the principal in the evaluation and supervision of all regular and substitute certificated personnel and classified personnel assigned to the school.

2. Assists certificated staff through clinical supervision and related inservice in developing competence in the strategies of clinical instruction.

3. Assists in the development of performance objectives relating to expected standards of students' academic achievement.

4. Assists in providing direction and evaluation toward the improvement of the educational program at the school.

5. Assists in developing evaluation criteria and assumes responsibility for measuring performance of students.

6. Assists the principal in developing curriculum and interpreting same to students, parents, and members of the community.

7. Maintains communication with the principal relating to problems, concerns, activities and achievements of students and staff.

8. Maintains communication between students, parents, staff and the general community.

9. Confers with pupils (and their parents) who exhibit severe academic, social, or emotional problems which adversely affect optimum educational development.

10. Supervises the attendance of students and notifies parents and other agencies of attendance problems when necessary.

11. Counsels students concerning personal and school problems.

12. Suspends pupils when circumstances justify such disciplinary action.

13. Supervises the maintenance of various records pertaining to student behavior and referrals and provides summaries or written referrals to appropriate agencies.

14. Works with students, parents, community and government agencies on problems relating to school attendance, truancy and substance abuse.

15. Assists with playground supervision.

16. Insures that teachers receive adequate and appropriate educational materials.

17. Serves as a member of the management staff.

18. Assumes administrative and supervisory responsibilities of the school in the absence of the principal when designated to do so.

19. Assists with all school-wide testing and monitoring of student achievement.

20. Assists with student activity programs that improve student performance and achievement.

21. Performs other duties as directed by the designated principal.

TERMS OF EMPLOYMENT:

This shall be an eleven month position with salary and benefits established annually by the Board of Trustees. The currently adopted work year, salary and benefit schedule will be found in 7200 BP.

EVALUATION:

The evaluation and assessment of performance of the Learning Director will be conducted annually by the principal in accordance with the provisions of California Education Code, Sections 44660-44665 and Oxnard School District Board Policy 7230.

Oxnard School District
Board Policy Adopted: July 18, 1979; Revised: July 25, 1979; March 28, 1984; June 6, 1984;

OFFICE USE ONLY

Date Received: ____________
Time Received: ____________

OXNARD SCHOOL DISTRICT

1051 SOUTH "A" STREET • OXNARD, CALIFORNIA 93030 • 805 / 487-3918

YRE Track Preference Form for Kindergarten

______________________________ Child's Name

______________________________ Parent/Guardian Signature

______________________________ Home Address

______________________________ Home Phone

This YRE Track Preference form must be submitted at the time your child is registered in a kindergarten class for the 1989-90 school year.

Registrations will be received beginning Monday, March 27, through Friday, April 7, 1989 from 9:00 a.m. to 11:00 a.m. and from 1:00 p.m. to 3:00 p.m. at the school offices.

REQUIREMENTS FOR KINDERGARTEN ENROLLMENT

1. To enroll in Kindergarten a child must be 5 years old on or before December 2, 1989. Proof of birth, such as birth certificate, duly attested Baptismal record, or passport, must be presented at time of registration.
2. State law requires that the following immunization records be presented at the time of registration:
    a. Polio immunization.
    b. Immunization for diptheria, pertussis (whooping cough) and tetanus, known together as "DPT".
    c. Vaccination for mumps, measles (Rubeola/Red) and measles (Rubella/German), or statement that the child has had the disease.
3. Parents must present, at the time of enrollment, proof of a complete physical examination. ("Report of Health Examination" forms are available at school offices; parents are encouraged to obtain and complete these forms prior to the date of registration.)

In Section A, below, parents are given an opportunity to state a preference for a YRE track assignment. Actual enrollment to a YRE track however, will be made by the school principal on a first-come, first-assigned basis in order of registrations received. Exceptions to the "first-come, first-assigned" rule may be granted for the reasons indicated in Section B, below.

SECTION A

Please indicate below the order of your YRE track preferences: 1, 2, 3, and 4. Since tracks will be filled on a first-come, first-assigned basis, it is important that you select no fewer than your first, second and third track preference. (The attached 1989-90 YRE calendar may serve as a guide in making your track preferences.)

[ ] YRE Track A (Begins August 8, 1989)
[ ] YRE Track B (Begins August 3, 1989)
[ ] YRE Track C (Begins September 6, 1989)
[ ] YRE Track D (Begins August 3, 1989)
[ ] No Preference

You will be notified of your child's YRE track placement on or about May 1, 1989.

SECTION B

I request that my child be given priority assignment to YRE track ____________ (A, B, C, or D)

for the following reason(s) (check one or more):

___ New kindergarten students who are non- or limited-English speaking will be given priority consideration for assignment to YRE tracks B and C.

___ New kindergarten students will be given an enrollment preference to the YRE track in which older brothers/sisters are assigned.

All YRE/track assignments will be made in accordance with district guidelines regarding ethnic balance, including school and track capacity.

Attachment D

OFFICE USE ONLY

Date Received: ____________
Time Received: ____________

OXNARD SCHOOL DISTRICT

1051 SOUTH "A" STREET • OXNARD, CALIFORNIA 93030 • 805 / 487-3918

YRE Track Preference Form for Grades 1-8

Child's Name	Parent/Guardian Signature
Present Grade and Teacher	Home Address
Present School	Home Phone

This YRE Track Preference form must be submitted at the time your child is registered for the 1989-90 school year.

Registrations will be received beginning Monday, March 27, through Friday, April 7, 1989 from 9:00 a.m. to 11:00 a.m. and from 1:00 p.m. to 3:00 p.m. at the school offices.

In Section A, below, parents are given an opportunity to state a preference for a YRE track assignment. Actual enrollment to a YRE track however, will be made by the school principal on a first-come, first-assigned basis in order of registrations received. Exceptions to the "first-come, first-assigned" rule may be granted for the reasons indicated in Section B, below.

SECTION A

Please indicate below the order of your YRE track preferences: 1, 2, 3, and 4. Since tracks will be filled on a first-come, first-assigned basis, it is important that you select no fewer than your first, second and third track preference. (The attached 1989-90 YRE calendar may serve as a guide in making your track preferences.)

- ☐ YRE Track A (Begins August 8, 1989)
- ☐ YRE Track B (Begins August 3, 1989)
- ☐ YRE Track C (Begins September 6, 1989)
- ☐ YRE Track D (Begins August 3, 1989)
- ☐ No Preference

You will be notified of your child's YRE track placement on or about May 1, 1989.

SECTION B

I request that my child be given priority assignment to YRE track ________ (A, B, C, or D)

for the following reason(s) (check one or more):

- ___ Students who are non- or limited-English speaking will be given priority consideration for assignment to YRE tracks B and C.
- ___ Students will be given an enrollment preference to the YRE track in which older brothers/sisters are assigned.

All YRE/track assignments will be made in accordance with district guidelines regarding ethnic balance, including school and track capacity.

Attachment E

ASSIGNMENT OF STUDENTS OF ONE FAMILY TO THE SAME SCHOOL CALENDAR

It shall be the policy of the Oxnard School District to assign students of the same family in the same Year-Round Education (YRE) track/calendar unless one or more of such students is enrolled in a special education class or unless the parent or guardian of such students requests that the students be placed in different YRE tracks/calendars.

Since the District's increasing student population continues to require a systematic expansion of Year-Round Education classes, with a commensurate reduction and possible elimination of the traditional (September through June) schedule of classes, there can be no assurance that all students of one family will be scheduled for traditional classes within the same or other schools.

Authority:

California Education Code

37617 - Grouping of Students

Oxnard School District
Board Policy Adopted: September 28, 1983

PROCEDURES FOR THE ASSIGNMENT OF STUDENTS OF ONE FAMILY TO THE SAME SCHOOL CALENDAR

To assure that families with more than one student enrolled in the Oxnard School District may have their children assigned to the same YRE calendar/track (A, B, C, or D), the following procedures shall be observed:

1. Initial Enrollment:

a. When the school or subsequent children of a family enroll in school, their YRE track placement shall be the same as for the first child.

b. When multiple children of the same family are being enrolled in the District for the first time, the school at which the family enrolls the first child will call the schools where the other children of the family would be enrolled to determine the availability of classroom space in a common YRE track. If such space exists, the schools shall reserve the space until the family is able to appear at the school(s) to complete the formal registration process.

If the initial contact by the school indicates that common YRE track placements may not be available, the school shall refer the family to the Student Welfare and Attendance Office where appropriate placement arrangements can be made. At this time the parent will complete a Request for Common Track Assignment form which will provide the necessary information to facilitate the students' assignment to classes.

c. If a family of multiple children enters the District after the start of a school year, and the schools to which the students would be assigned do not have classroom space in a common track for the students' grade level, the children will be given track assignments where the appropriate grade level space exits. The parents shall be assured that the Student Welfare and Attendance Office will schedule a common track assignment for their children at whatever time within the school year space becomes available to do so.

d. If at the end of a school year the schools have been unable to place all children of a family in the same track, the Student Attendance and Welfare Office will make the necessary arrangements with the various schools to assure that all such children are assigned to a common track for the ensuing school year.

e. No new student will be given a confirmation at the time of pre-enrollment as to track assignment until the multiple children of the same family have been assigned to a common track.

f. Except for students enrolled in the District the previous school year, all new enrollees will be assigned a conditional track assignment until the 10th school day when their track assignment for the ensuing year becomes permanent. During this 10-day period following the first day of school for each track (A, B, C and D) the Student Welfare and Attendance Office will give priority placement in a common track to families of multiple children. As the need requires, single student families under conditional placement may be reassigned to an alternate track with available space.

g. Any pupil who was registered in attendance at the school of his/her normal attendance area at the close of the prior year will be guaranteed class placement the following year up to and including the third school day. Pupils will be considered "no-shows" beginning the fourth day of school. Beginning on the fourth school day the school will no longer be required to reserve a place for pupils who were in attendance the prior year who have not notified the school. A place may be held for a pupil, up to ten school days, whose parents have been in contact with the school prior or during the first week to explain an illness or emergency.

h. If the school at which a child(ren) would normally attend is filled in all tracks (A, B, C, D, and T) and there is no opportunity for a necessary grade-level placement, parents of new enrollees will be referred to the Student Welfare and Attendance Office for an alternate school assignment and appropriate arrangements for bus transportation, if required.

Board policy (8060 BP) and Administrative procedures (8060 AP) provide specific direction relating to the assignment of pupils to schools.

2. Requests for Transfer from One Track to Another

While the District will attempt to accommodate requests for transfer of their child(ren) from one track to another, it shall be done in accordance with the following criteria:

a. Students must have been enrolled in the District the previous school year. Such students may initiate their request for a change in tracks by completing a Change of Track Request form which is available from the school principal or the Student Welfare and Attendance Office. These requests may be submitted at anytime during a school year, and will be honored as space becomes available within the 10-day conditional enrollment period following the commencement of the new school year for each track. Such requests will be considered on a first-come-first-served basis. If a request for track transfer has not been granted by the 10th school day following the track's new school year, the request is denied and the student's previous track placement becomes final for the ensuing school year. A parent, however, may resubmit a Change of Track Request form for consideration the following school year.

b. Track re-assignments will be made only during the initial 10-day period following the first day of classes for tracks A, B, C, and D.

c. All newly enrolled children of one family will have priority in track placement before track transfers are granted.

d. Students enrolled in tracks A, B, and D during the previous year must begin school when their assigned track commences its new school year. If their request is for a track which commences on a date following their regularly assigned track, the transfer will be granted only within the 10-day period of conditional enrollment of the requested track and if space allows. The only circumstance which will allow a transfer of tracks after the 10-day conditional assignment will be to arrange a common track assignment for families of multiple children. All other assignments after the 10-day conditional enrollment period will be final for that school year.

The District shall accept responsibility for a common YRE track for families of multiple children at the time of initial enrollment, the same assurance cannot be made for requests to transfer from one track to another.

e. Students assigned to tracks A, B and D the previous year who do not report for class in their assigned track in an effort to force their enrollment in a track which commences at a later date may find such placement unavailable and risk a period of unexcused absence from school.

3. Special Accommodations

The Oxnard School District maintains a number of special classes/programs which are offered on one track. In an effort to accommodate families with a child(ren) assigned to such classes, a special consideration will be given to schedule all children in the same track as the child(ren) enrolled in these special programs.

The classes offered on designated tracks include:

a. GATE (Gifted and Talented Education, Track A)

b. TMR (Trainable Mentally Retarded--San Miguel School), Track T (traditional)

c. SDC (Special Day Class), Track T (traditional)

d. English Development, Tracks B and C in most schools.

4. Continuity of Track Assignments

It shall be the intent of the District to provide a continuity of track assignment from kindergarten through grade eight insofar as is possible.

Since the District maintains schools on a K-6; K-3; K, 4-6, and 7-8 grade pattern, it occasionally is difficult, if not impossible, to assure track continuity from kindergarten through grade eight.

Every reasonable effort will be given to provide YRE track continuity from kindergarten through grade eight; however, the decreasing number of traditional classes offered by our schools will severely limit the likelihood of traditional class continuity from kindergarten through grade eight.

When the grade-level offerings in the various tracks do not allow continuity for all students from one grade to another or from one school to another, every reasonable effort will be made by the District to inform parents of these circumstances, including the schools' effort to minimize family inconvenience and the measures to be taken to keep families with more than one child on the same track.

Oxnard School District
Administrative Procedures Effective: September 28, 1983; September 24, 1984

PUPILS

8065(A) E

OXNARD SCHOOL DISTRICT

1051 SOUTH "A" STREET • OXNARD, CALIFORNIA 93030 • 805 / 487-3918

Request for a Common YRE Track Assignment for Families with Two or More Students

STUDENTS' NAMES	GRADE	SCHOOL	TRACK PREFERENCE*			
			A	B	C	D
1.						
2.						
3.						
4.						
5.						
6.						

* I request that my children be assigned to the same track (calendar) or different tracks in the order of preference (1, 2, 3,).

Copies of the traditional and YRE tracks (calendars) are available at the Student Welfare & Attendance Office or any School Office.

For School Use Only

ACTION TAKEN: ____________________

____

____

____

____

Parent's Name ____________________

Address ____________________

Telephone ____________________

Signature of Parent ____________________

Date ____________________ Time ____________________

Submit this request form to Dr. Barbara Brown, Manager, Testing, Evaluation and Pupil Data, Oxnard School District, 1051 South "A" Street, Oxnard, California 93030. Telephone: 487-3918, extension 505

COPIES:
White - Office of Testing, Evaluation and Pupil Data
Canary - Parent
Pink - School of Attendance

Attachment G

OXNARD SCHOOL DISTRICT

1051 SOUTH "A" STREET • OXNARD, CALIFORNIA 93030 • 805 / 487-3918

Change of YRE Track Request Form

I request that my child ____________________ be changed from his/her Track _____ assignment to the track assignment as indicated below in order of preference (1, 2, 3).

_____ Track A _____ Track B _____ Track C _____ Track D

Reason for Change of Track Request: ______________________________

____

I have other children enrolled in the Oxnard School District. (If none, write "NONE".)

Name	Grade	School	Track

THIS REQUEST DOES NOT GUARANTEE A CHANGE IN TRACK ASSIGNMENT. CHANGES IN TRACK ASSIGNMENTS WILL BE MADE ON A FIRST-COME FIRST-SERVED BASIS AS SPACE PERMITS WITH THE EXCEPTION OF THE FOLLOWING PRIORITY CRITERIA:

- All members of the same family will have priority to be assigned to the same YRE track.
- Limited and non-English speaking students will have priority to be assigned to English Development classes on designated tracks.

______________________________ ______________________________
Child's Name Parent/Guardian Signature

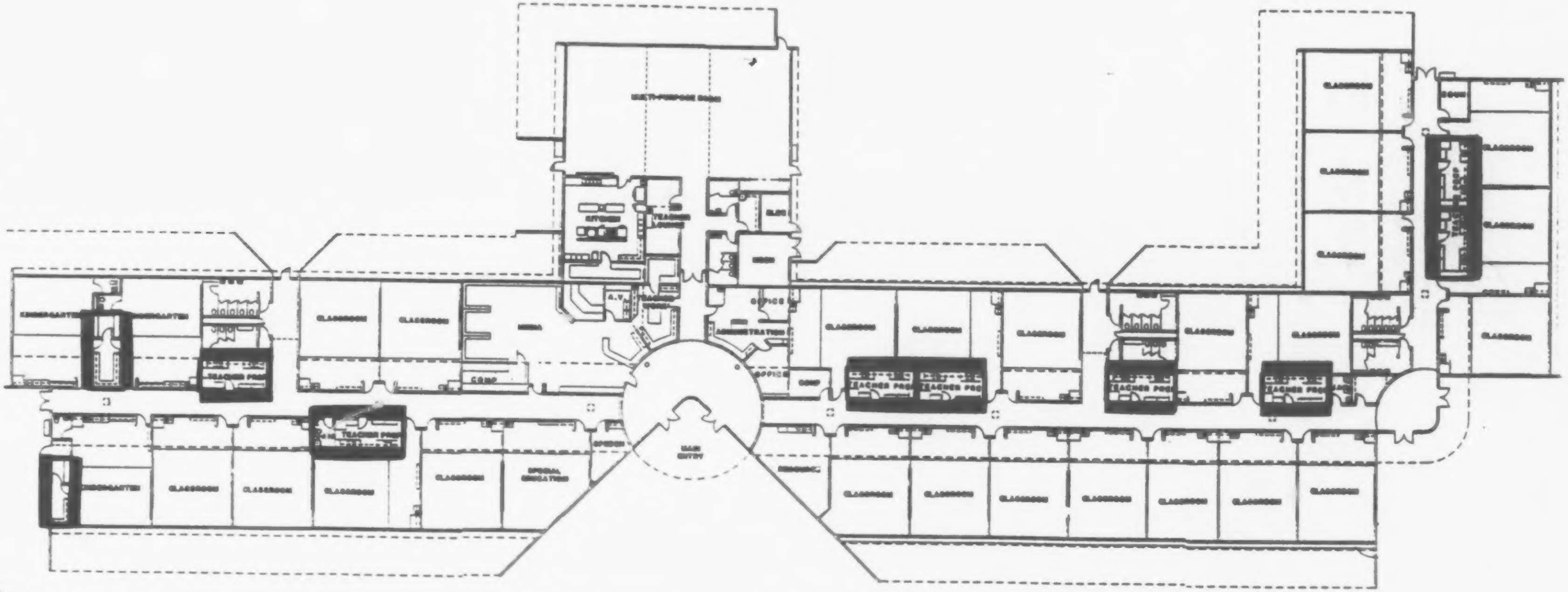
______________ ______________ ______________ ______________
Present Grade Teacher Home Address Home Phone

______________________________ ______________________________
Date Time:

COPIES: White - School of Attendance
Canary - Parent
Pink - Office of Testing, Evaluation and Pupil Data

Attachment H

CHRISTA McAULIFFE ELEMENTARY SCHOOL



▭ Teacher Preparation/Office Area

Attachment I

ARCHITECT

ARCHITECTURAL DESIGN WEST INC
ARCHITECTS ENGINEERS PLANNERS
95 WEST FIRST SOUTH SUITE 300
LOGAN UTAH 84321 TEL 801-752-7031

YEAR ROUND EDUCATION

CONSTRUCTION MANAGEMENT

Tech V Corporation
1916 Old Middlefield Way
Mountain View, California 94043
(415) 961-6185

OXNARD SCHOOL DISTRICT

1051 SOUTH "A" STREET • OXNARD, CALIFORNIA 93030 • 805 / 487-3918

CLASSIFIED EMPLOYEES WORKYEAR
1989-90

NAME________________________________ SCHOOL______________________

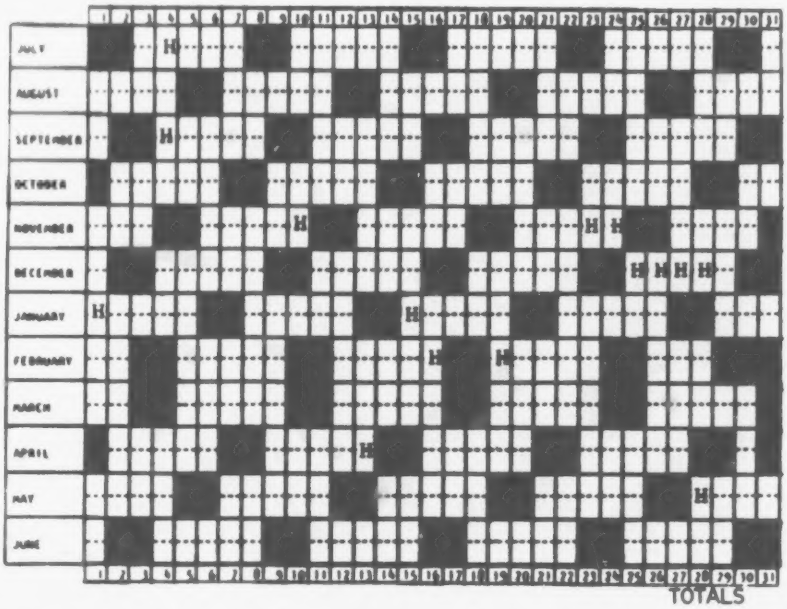
POSITION _____________________________ ASSIGNED HOURS________________

This calendar specifically addresses your duty days and duty year for which you have been assigned for the 1989-90 school year. Future changes may be made on the original with Xerox copies to the Classified Personnel Office, and the Classified Payroll Office.

Total workdays scheduled for 1989-90 __________

Total vacation days scheduled for 1989-90 __________

(Accumulated vacation days for 12-month employees is governed by the CSEA/OSD bargaining unit contract and Section 60.700 of the Personnel Commission Rules and Regulations.)



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total Vacation	Total Paid Hol.	Total Work Days	Total Paid Days
JULY	■	■		H				■	■						■	■						■	■						■	■					
AUGUST					■	■						■	■						■	■						■	■								
SEPTEMBER		■	■	H					■	■						■	■						■	■						■	■				
OCTOBER	■						■	■						■	■						■	■						■	■						
NOVEMBER				■	■					H	■	■						■	■				H	H	■	■					■				
DECEMBER		■	■						■	■						■	■						■	■	H	H	H	H		■	■				
JANUARY	H					■	■						■	■	H					■	■						■	■							
FEBRUARY			■	■						■	■					H	■	■	H					■	■				■	■	■				
MARCH			■	■						■	■						■	■						■	■						■				
APRIL	■						■	■					H	■	■						■	■						■	■		■				
MAY					■	■						■	■						■	■						■	■	H							
JUNE		■	■						■	■						■	■						■	■						■	■				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
TOTALS																																			

Mark with an "X" only the days or portions to be worked
Mark with a "V" only the vacations days or portions to be taken
Holidays and weekends are blocked out.

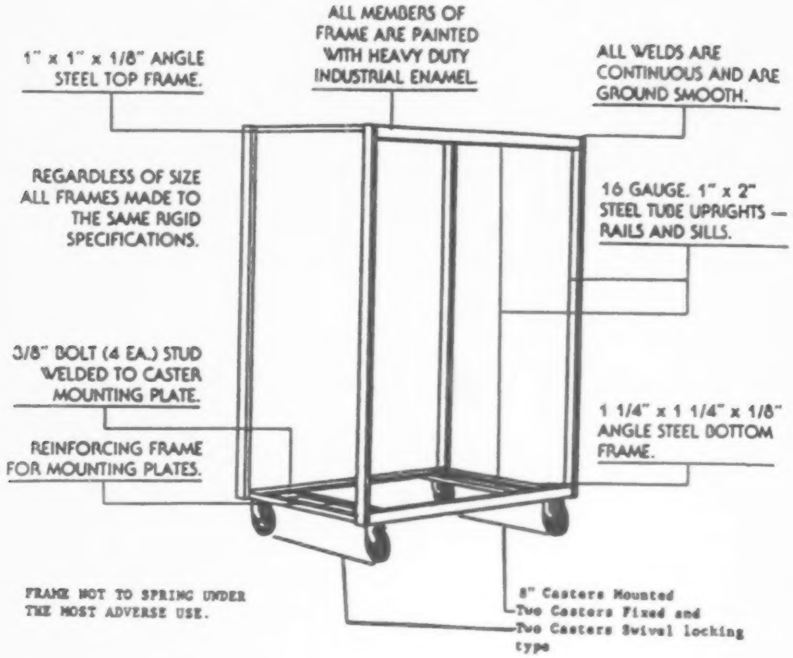
Employee________________________________ Date__________________

Principal _______________________________ Date __________________

Copies:		
	White	- Classified Payroll
	Canary	- Department Head
	Pink	- Classified Personnel
	Goldenrod	- Employee

Attachment J

Specifications for YRE Mobile Storage Cabinets


1" x 1" x 1/8" ANGLE STEEL TOP FRAME.
ALL MEMBERS OF FRAME ARE PAINTED WITH HEAVY DUTY INDUSTRIAL ENAMEL.
ALL WELDS ARE CONTINUOUS AND ARE GROUND SMOOTH.
REGARDLESS OF SIZE ALL FRAMES MADE TO THE SAME RIGID SPECIFICATIONS.
16 GAUGE. 1" x 2" STEEL TUBE UPRIGHTS — RAILS AND SILLS.
3/8" BOLT (4 EA.) STUD WELDED TO CASTER MOUNTING PLATE.
1 1/4" x 1 1/4" x 1/8" ANGLE STEEL BOTTOM FRAME.
REINFORCING FRAME FOR MOUNTING PLATES.
FRAME NOT TO SPRING UNDER THE MOST ADVERSE USE.
8" Casters Mounted
Two Casters Fixed and
Two Casters Swivel locking type

OXNARD SCHOOL DISTRICT
1051 SOUTH "A" STREET • OXNARD, CALIFORNIA 93030 • 805 / 487-3918

SPECIFICATIONS FOR YRE MOBILE STORAGE CABINETS

1. Cabinets to be equal to Fleetwood or Norco Type modified to our special needs. Model 1551C Modified General Storage Cabinet.

2. Overall size of cabinet to be 55" high x 28" deep x 48" long.

3. Cabinets will have four 8" casters that have a rating of 500 pounds for each caster. Each cabinet must have two locking swivel casters at one side (28" side) and two fixed casters should be non-marking. Each caster is friction fit and held by bolts. The stem of the caster is topped into the lower end of the steel frame. There is a sleeve bearing axle on the wheel and a double ball bearing raceway for the swivel. Casters should be easily replaced or repaired when necessary.

4. Cabinets must be capable of supporting 1000 pounds of paper supplies. (Plus the weight of the cabinet.)

5. Cabinets must be equipped with four permanent shelves. Shelves should be 20 gauge steel with supporting "U" channel welded to underside of shelf; triple fold on all four sides of shelf, two KV255 standards on each end and back with KV256 supports.

OR: Shelves should be 1-1/4" to 1-1/2" thick - HDL plastic laminate finish and edge to match cabinet. Shelf must also have a supporting channel fixed to underside of shelf for additional support.

If any other type of shelf is bid a sample shelf must be submitted prior too or at the bid opening.

6. Both doors will have 15# magnetic latches at top of each door. Spring loaded 3" barrel bolt at top and bottom of left door with lock K.A. on right door. Each door to have three five knuckle hinges 2-1/2" long and .083" thick. Doors will open 190 degrees. Pulls for doors shall be flush style, color to match cabinet hinges.

7. Doors must be secured in such a manner that they do not open when they are moved across rough blacktop.

8. Cabinets must be equipped with a lock and be keyed alike. Locks shall be mounted in the left hand door.

9. Top should be high pressure plastic class 1 with white smooth pattern, sides teak vinyl 4 mils thick, doors teak vinyl 4 mils thick on both sides of 3/4" door.

10. Mobile cabinet to be angle steel as specified on the attached sheet - page 3 of cabinet specifications.

GENERAL CONDITIONS

1. Bids shall be submitted on the bid form enclosed of the Oxnard School District which is attached hereto and is considered part of these specifications. Please retain one copy for your files.

2. Bids must be submitted in the envelope provided, sealed and plainly marked "Bid #_____."

3. Bids shall be addressed to the Purchasing Department of the Oxnard School District, 1051 South A Street, Oxnard, CA 93030, and must be received on or about ____________ by 2:00 p.m.

4. The notice of bidders, the specifications and drawings, these general conditions, and the bid form should be considered a part of the total specifications for this bid.

5. Bids must be accompanied by a bid bond or cashier's check in the amount of ten percent (10%) of the total bid price.

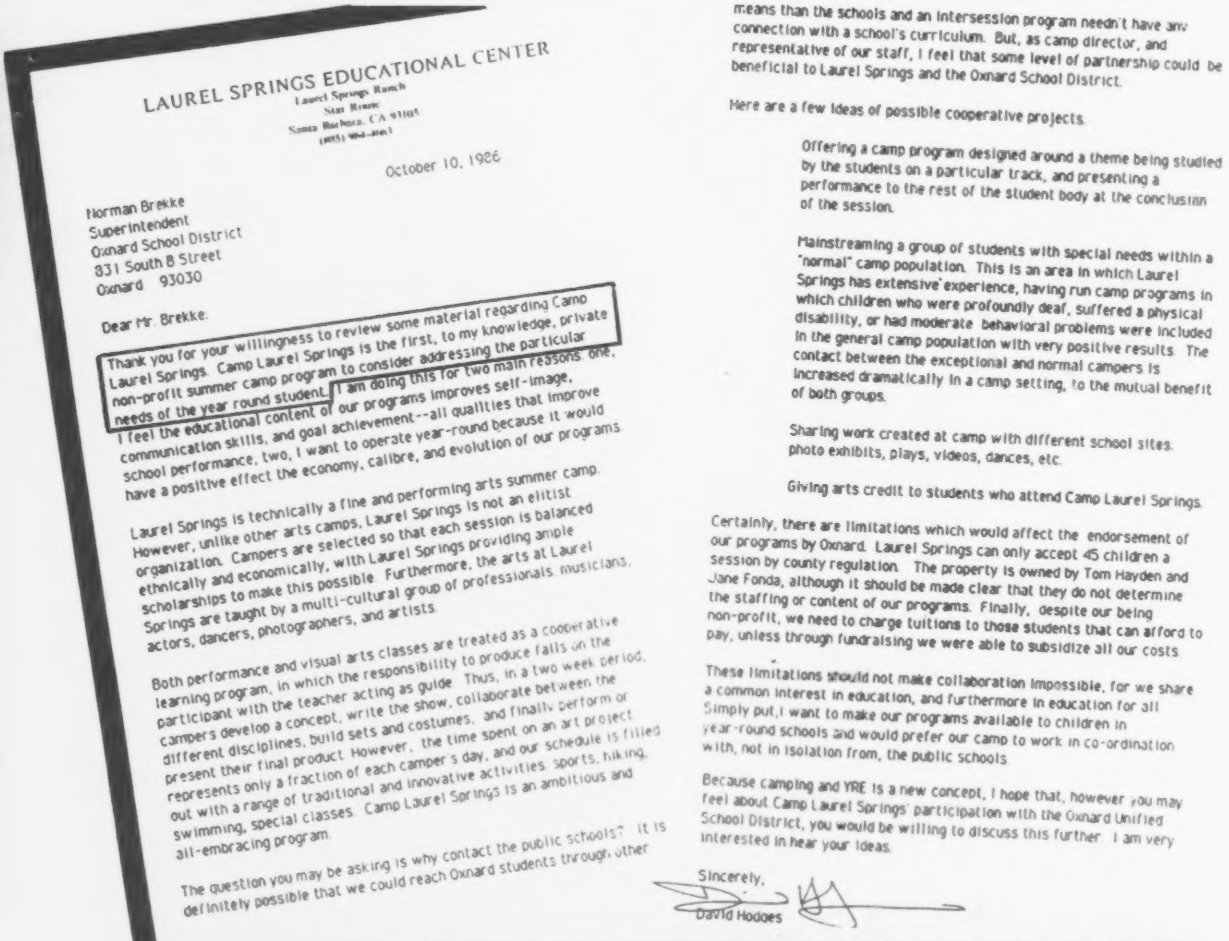
6. All cabinets to be shipped F.O.B. the District Warehouse, 514 W. Wooley Road, Oxnard, CA 93030.

7. Cabinets must be delivered by ____________, but not before ____________.

COST: APPROXIMATELY $600

Attachment K

Year-round Recreational and Camping Opportunities



LAUREL SPRINGS EDUCATIONAL CENTER
Laurel Springs Ranch
Star Route
Santa Barbara, CA 93105
(805) [illegible]

October 10, 1986

Norman Brekke
Superintendent
Oxnard School District
831 South B Street
Oxnard 93030

Dear Mr. Brekke:

Thank you for your willingness to review some material regarding Camp Laurel Springs. Camp Laurel Springs is the first, to my knowledge, private non-profit summer camp program to consider addressing the particular needs of the year round student. I am doing this for two main reasons: one, I feel the educational content of our programs improves self-image, communication skills, and goal achievement--all qualities that improve school performance, two, I want to operate year-round because it would have a positive effect the economy, calibre, and evolution of our programs.

Laurel Springs is technically a fine and performing arts summer camp. However, unlike other arts camps, Laurel Springs is not an elitist organization. Campers are selected so that each session is balanced ethnically and economically, with Laurel Springs providing ample scholarships to make this possible. Furthermore, the arts at Laurel Springs are taught by a multi-cultural group of professionals: musicians, actors, dancers, photographers, and artists.

Both performance and visual arts classes are treated as a cooperative learning program, in which the responsibility to produce falls on the participant with the teacher acting as guide. Thus, in a two week period, campers develop a concept, write the show, collaborate between the different disciplines, build sets and costumes, and finally perform or present their final product. However, the time spent on an art project represents only a fraction of each camper's day, and our schedule is filled out with a range of traditional and innovative activities: sports, hiking, swimming, special classes. Camp Laurel Springs is an ambitious and all-embracing program.

The question you may be asking is why contact the public schools? It is definitely possible that we could reach Oxnard students through other means than the schools and an intersession program needn't have any connection with a school's curriculum. But, as camp director, and representative of our staff, I feel that some level of partnership could be beneficial to Laurel Springs and the Oxnard School District.

Here are a few ideas of possible cooperative projects.

> Offering a camp program designed around a theme being studied by the students on a particular track, and presenting a performance to the rest of the student body at the conclusion of the session.
>
> Mainstreaming a group of students with special needs within a "normal" camp population. This is an area in which Laurel Springs has extensive experience, having run camp programs in which children who were profoundly deaf, suffered a physical disability, or had moderate behavioral problems were included in the general camp population with very positive results. The contact between the exceptional and normal campers is increased dramatically in a camp setting, to the mutual benefit of both groups.
>
> Sharing work created at camp with different school sites: photo exhibits, plays, videos, dances, etc.
>
> Giving arts credit to students who attend Camp Laurel Springs.

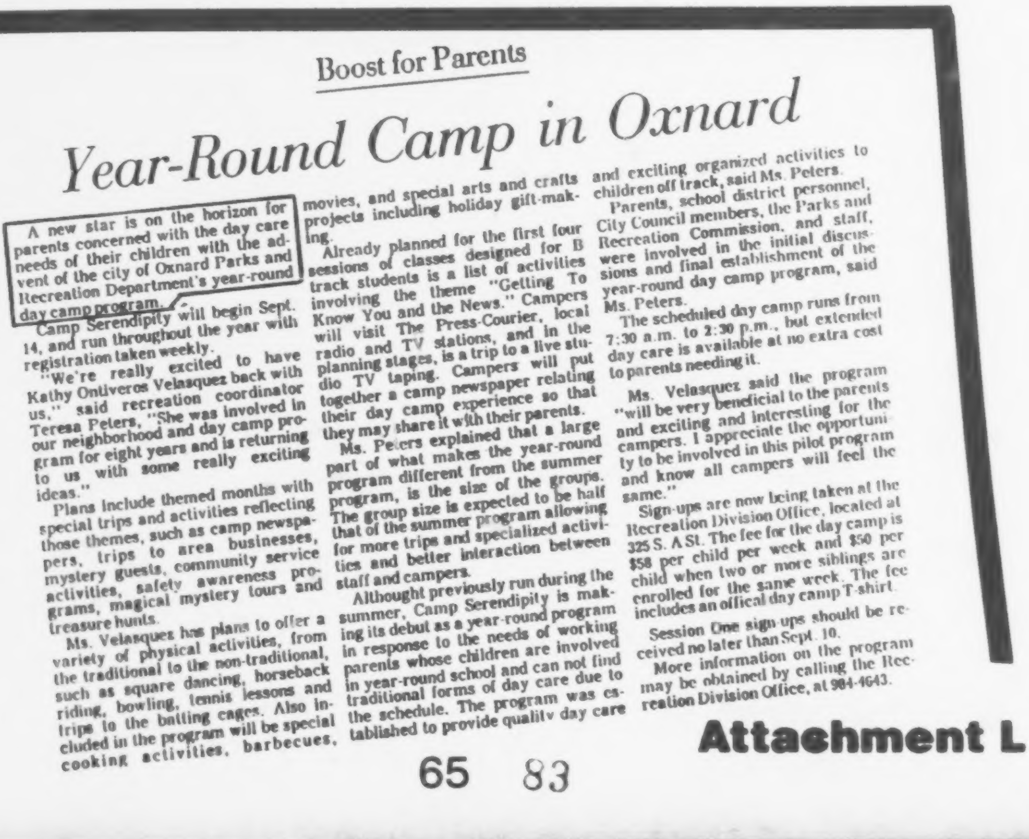
Certainly, there are limitations which would affect the endorsement of our programs by Oxnard. Laurel Springs can only accept 45 children a session by county regulation. The property is owned by Tom Hayden and Jane Fonda, although it should be made clear that they do not determine the staffing or content of our programs. Finally, despite our being non-profit, we need to charge tuitions to those students that can afford to pay, unless through fundraising we were able to subsidize all our costs.

These limitations should not make collaboration impossible, for we share a common interest in education, and furthermore in education for all. Simply put, I want to make our programs available to children in year-round schools and would prefer our camp to work in co-ordination with, not in isolation from, the public schools.

Because camping and YRE is a new concept, I hope that, however you may feel about Camp Laurel Springs' participation with the Oxnard Unified School District, you would be willing to discuss this further. I am very interested in hear your ideas.

Sincerely,

David Hodges



Boost for Parents

Year-Round Camp in Oxnard

A new star is on the horizon for parents concerned with the day care needs of their children with the advent of the city of Oxnard Parks and Recreation Department's year-round day camp program.

Camp Serendipity will begin Sept. 14, and run throughout the year with registration taken weekly.

"We're really excited to have Kathy Ontiveros Velasquez back with us," said recreation coordinator Teresa Peters, "She was involved in our neighborhood and day camp program for eight years and is returning to us with some really exciting ideas."

Plans include themed months with special trips and activities reflecting those themes, such as camp newspapers, trips to area businesses, mystery guests, community service activities, safety awareness programs, magical mystery tours and treasure hunts.

Ms. Velasquez has plans to offer a variety of physical activities, from the traditional to the non-traditional, such as square dancing, horseback riding, bowling, tennis lessons and trips to the batting cages. Also included in the program will be special cooking activities, barbecues, movies, and special arts and crafts projects including holiday gift-making.

Already planned for the first four sessions of classes designed for B track students is a list of activities involving the theme "Getting To Know You and the News." Campers will visit The Press-Courier, local radio and TV stations, and in the planning stages, is a trip to a live studio TV taping. Campers will put together a camp newspaper relating their day camp experience so that they may share it with their parents.

Ms. Peters explained that a large part of what makes the year-round program different from the summer program, is the size of the groups. The group size is expected to be half that of the summer program allowing for more trips and specialized activities and better interaction between staff and campers.

Althought previously run during the summer, Camp Serendipity is making its debut as a year-round program in response to the needs of working parents whose children are involved in year-round school and can not find traditional forms of day care due to the schedule. The program was established to provide quality day care and exciting organized activities to children off track, said Ms. Peters.

Parents, school district personnel, City Council members, the Parks and Recreation Commission, and staff, were involved in the initial discussions and final establishment of the year-round day camp program, said Ms. Peters.

The scheduled day camp runs from 7:30 a.m. to 2:30 p.m., but extended day care is available at no extra cost to parents needing it.

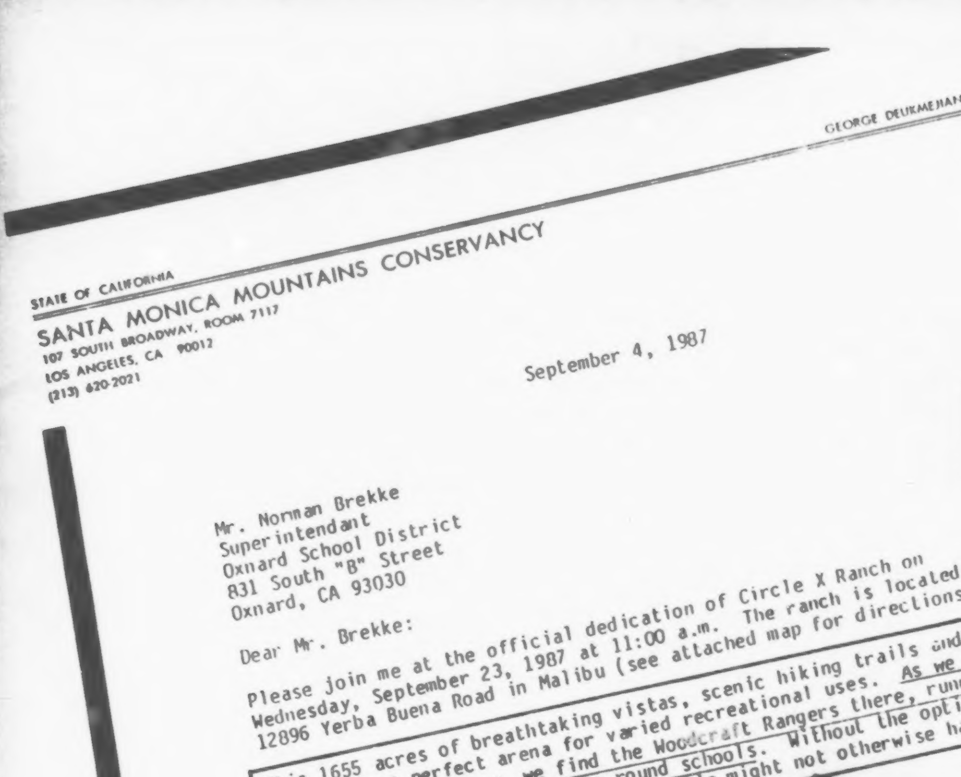
Ms. Velasquez said the program "will be very beneficial to the parents and exciting and interesting for the campers. I appreciate the opportunity to be involved in this pilot program and know all campers will feel the same."

Sign-ups are now being taken at the Recreation Division Office, located at 325 S. A St. The fee for the day camp is $58 per child per week and $50 per child when two or more siblings are enrolled for the same week. The fee includes an offical day camp T-shirt.

Session One sign-ups should be received no later than Sept. 10.

More information on the program may be obtained by calling the Recreation Division Office, at 984-4643.

Attachment L



GEORGE DEUKMEJIAN, Governor

STATE OF CALIFORNIA
SANTA MONICA MOUNTAINS CONSERVANCY
107 SOUTH BROADWAY, ROOM 7117
LOS ANGELES, CA 90012
(213) 620-2021

September 4, 1987

Mr. Norman Brekke
Superintendant
Oxnard School District
831 South "B" Street
Oxnard, CA 93030

Dear Mr. Brekke:

Please join me at the official dedication of Circle X Ranch on Wednesday, September 23, 1987 at 11:00 a.m. The ranch is located at 12896 Yerba Buena Road in Malibu (see attached map for directions).

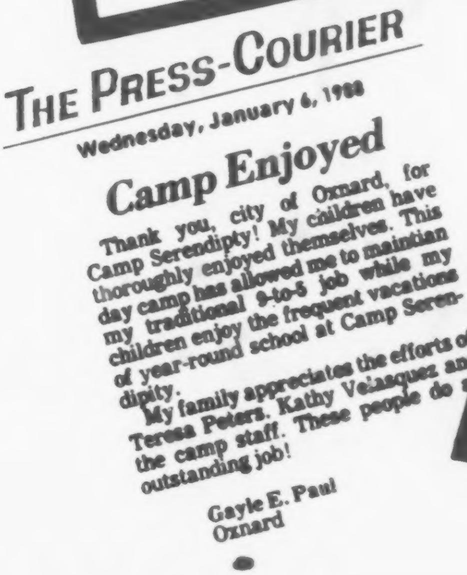
This 1655 acres of breathtaking vistas, scenic hiking trails and broad meadows is a perfect arena for varied recreational uses. As we move into this school year, we find the Woodcraft Rangers there, running a program for youngsters in year-round schools. Without the option offered by the ranch, these young people might not otherwise have had a "summer" camp experience available to them.

The public ownership of the land, made possib
Conservancy grant of $5.85 million to the Mo
Conservation Authority, will be celebrated b
supported its acquisition as well as some
enjoyed the benefits of its use.

Please come for about an hour's worth o
with the campers, to acknowledge this

RSVP to Laura Young at (213) 620-202

I look forward to seeing you ther



THE PRESS-COURIER

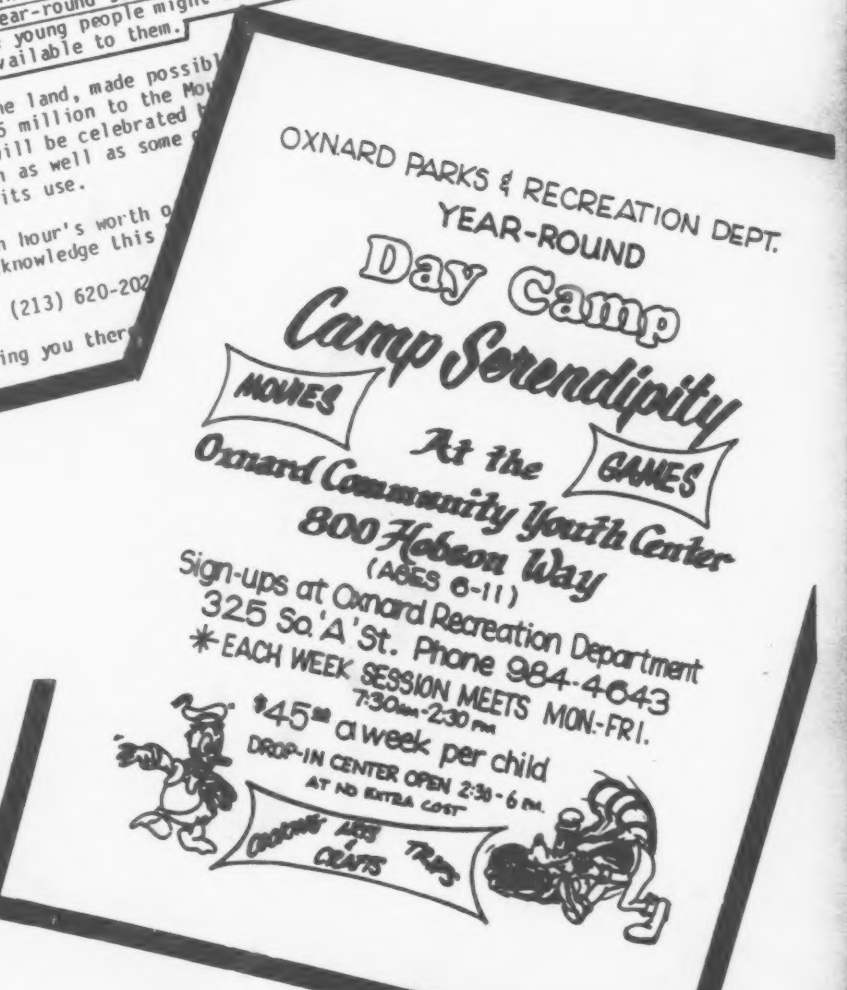
Wednesday, January 6, 1988

Camp Enjoyed

Thank you, city of Oxnard, for Camp Serendipty! My children have thoroughly enjoyed themselves. This day camp has allowed me to maintian my traditional 9-to-5 job while my children enjoy the frequent vacations of year-round school at Camp Serendipity.

My family appreciates the efforts of Teresa Peters, Kathy Velasquez and the camp staff. These people do a outstanding job!

Gayle E. Paul
Oxnard

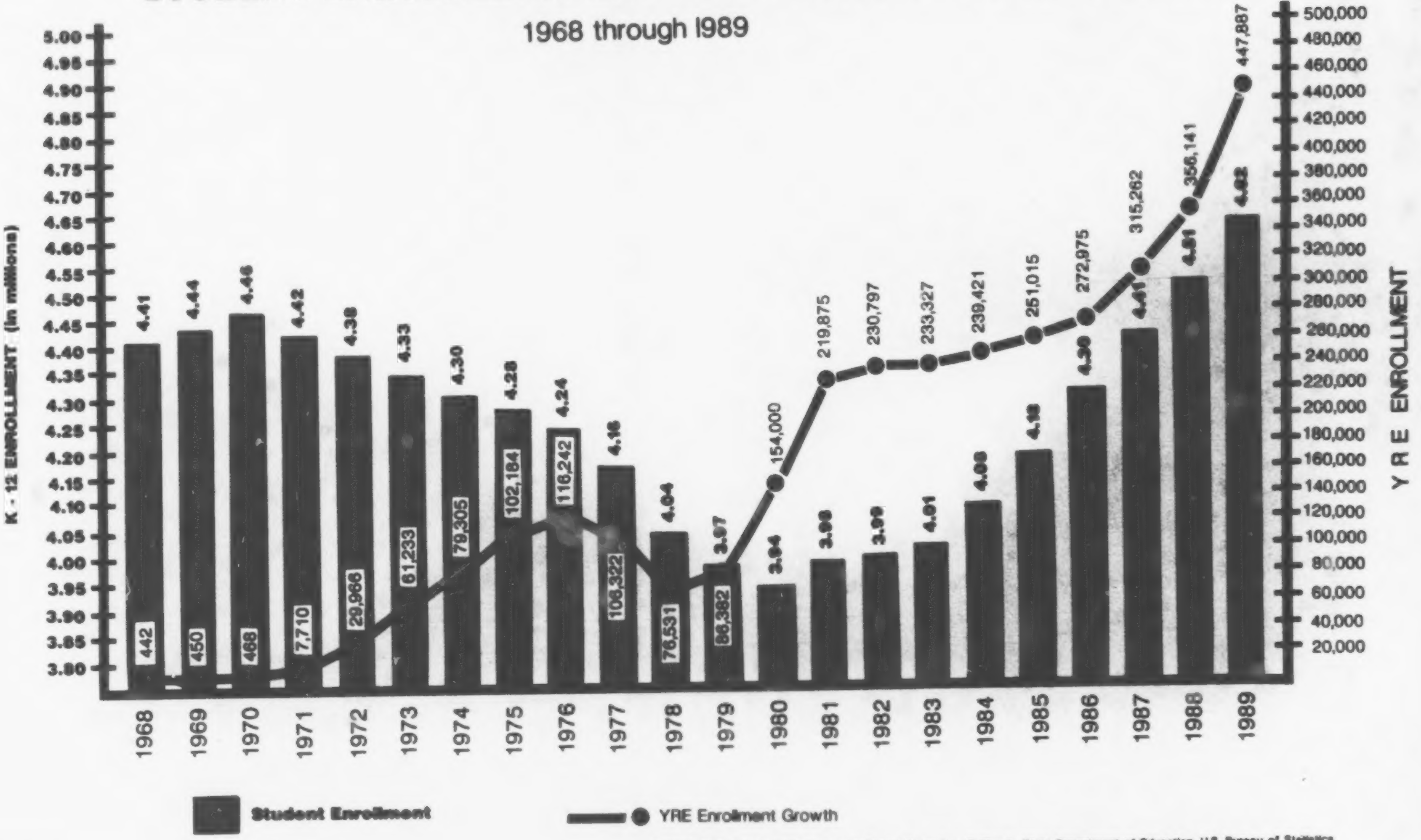


OXNARD PARKS & RECREATION DEPT.
YEAR-ROUND
Day Camp
Camp Serendipity
MOVIES
At the
GAMES
Oxnard Community Youth Center
800 Hobson Way
(AGES 6-11)
Sign-ups at Oxnard Recreation Department
325 So. 'A' St. Phone 984-4643
* EACH WEEK SESSION MEETS MON.-FRI.
7:30am-2:30pm
$45.00 a week per child
DROP-IN CENTER OPEN 2:30-6 PM.
AT NO EXTRA COST
COOKING ARTS & CRAFTS TRIPS

Attachment M

STUDENT ENROLLMENT AND YRE GROWTH IN CALIFORNIA

1968 through 1989



Source: National Association for Year-Round Education, California State Department of Education, U.S. Bureau of Statistics

INCREASE IN YRE ENROLLMENT

CALIFORNIA

Enrollment	1988-89	1989-90	Increase/Decrease #	Increase/Decrease %
Elementary	294,526	368,630	+74,104	+ 25.2%
Middle/Jr. High	39,762	52,056	+12,294	+ 30.9%
High School	5,716	23,178	+ 7,462	+ 47.5%
Alternative/Continuation	5,837	4,081	- 1,756	- 43.0%
Totals	356,141	447,887	+91,746	+ 25.8%
Sites				
Elementary	343	444	+ 101	+ 29.4%
Middle/Jr. High	22	34	+ 12	+ 54.5%
High School	7	7	-0-	-0-
Alternative/Continuation	24	18	- 6	- 33.3%
Totals	392	504	+ 112	+ 28.6%
Districts	69	81	+ 12	+ 17.4%

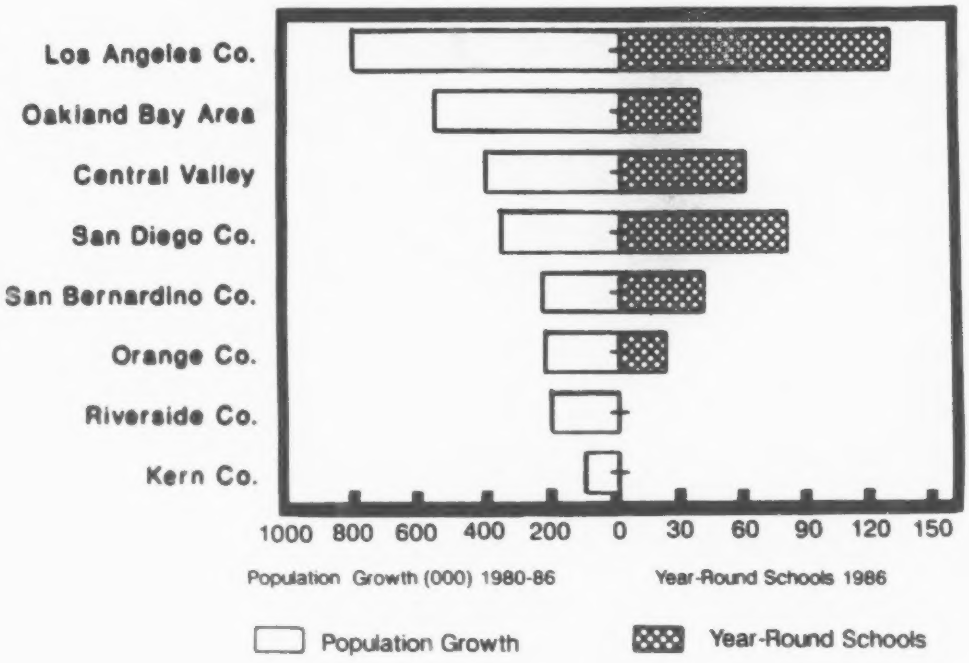
INCREASE IN YRE ENROLLMENT

UTAH

Enrollment	1988-89	1989-90	Increase/Decrease #	Increase/Decrease %
Elementary	35,104	42,191	+ 7,087	+ 20.2%
Middle/Jr. High	-0-	3,830	-0-	
Totals	35,104	46,021	+10,917	+ 31.1%
Sites				
Elementary	41	54	+ 13	+ 31.7%
Middle/Jr. High	-0-	2	-0-	
Totals	41	56	+ 15	+ 36.6%
Districts	8	11	+ 3	+ 37.5%

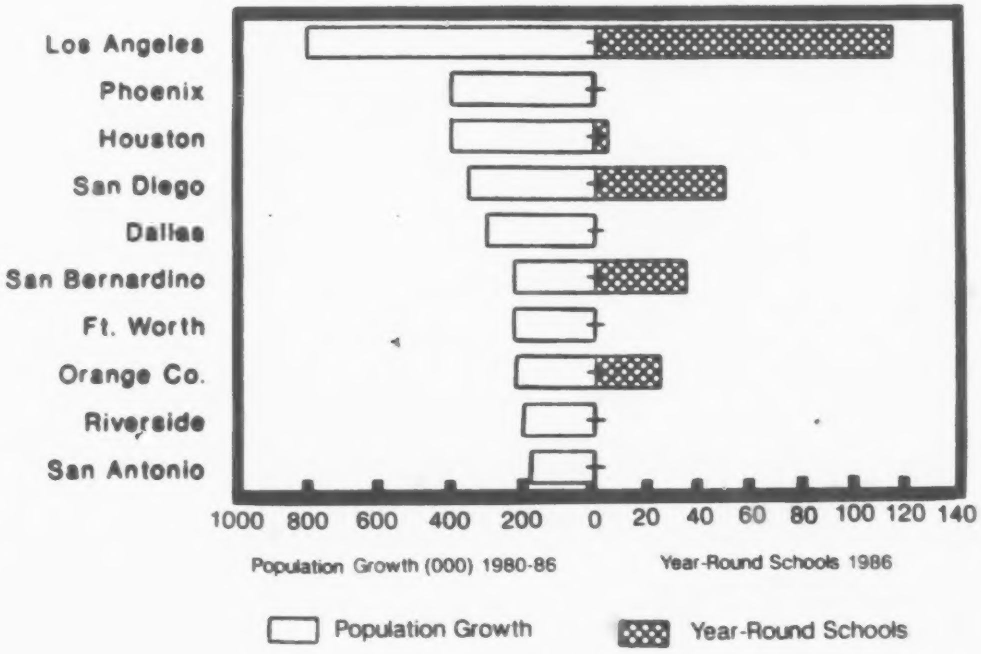
Attachment N

CORRELATION BETWEEN FASTEST GROWING AREAS IN CALIFORNIA AND THE IMPLEMENTATION OF YRE



National Association for Year-Round Education & U. S. Bureau of Statistics

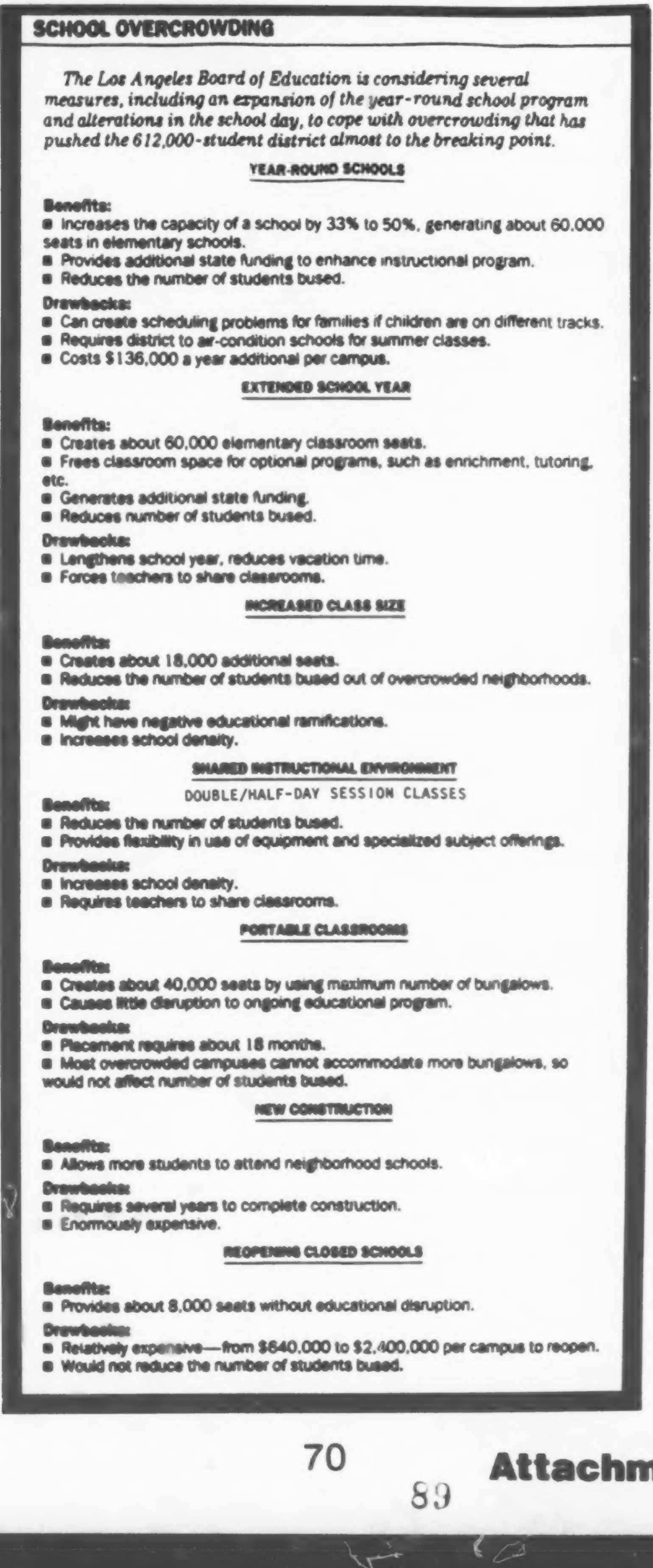
CORRELATION BETWEEN RAPID GROWTH AREAS IN THE UNITED STATES AND THE IMPLEMENTATION OF YRE



National Association for Year-Round Education & U. S. Bureau of Statistics

Attachment O

Los Angeles Times December 12, 1989



SCHOOL OVERCROWDING

The Los Angeles Board of Education is considering several measures, including an expansion of the year-round school program and alterations in the school day, to cope with overcrowding that has pushed the 612,000-student district almost to the breaking point.

YEAR-ROUND SCHOOLS

Benefits:
- Increases the capacity of a school by 33% to 50%, generating about 60,000 seats in elementary schools.
- Provides additional state funding to enhance instructional program.
- Reduces the number of students bused.

Drawbacks:
- Can create scheduling problems for families if children are on different tracks.
- Requires district to air-condition schools for summer classes.
- Costs $136,000 a year additional per campus.

EXTENDED SCHOOL YEAR

Benefits:
- Creates about 60,000 elementary classroom seats.
- Frees classroom space for optional programs, such as enrichment, tutoring, etc.
- Generates additional state funding.
- Reduces number of students bused.

Drawbacks:
- Lengthens school year, reduces vacation time.
- Forces teachers to share classrooms.

INCREASED CLASS SIZE

Benefits:
- Creates about 18,000 additional seats.
- Reduces the number of students bused out of overcrowded neighborhoods.

Drawbacks:
- Might have negative educational ramifications.
- Increases school density.

SHARED INSTRUCTIONAL ENVIRONMENT

DOUBLE/HALF-DAY SESSION CLASSES

Benefits:
- Reduces the number of students bused.
- Provides flexibility in use of equipment and specialized subject offerings.

Drawbacks:
- Increases school density.
- Requires teachers to share classrooms.

PORTABLE CLASSROOMS

Benefits:
- Creates about 40,000 seats by using maximum number of bungalows.
- Causes little disruption to ongoing educational program.

Drawbacks:
- Placement requires about 18 months.
- Most overcrowded campuses cannot accommodate more bungalows, so would not affect number of students bused.

NEW CONSTRUCTION

Benefits:
- Allows more students to attend neighborhood schools.

Drawbacks:
- Requires several years to complete construction.
- Enormously expensive.

REOPENING CLOSED SCHOOLS

Benefits:
- Provides about 8,000 seats without educational disruption.

Drawbacks:
- Relatively expensive—from $640,000 to $2,400,000 per campus to reopen.
- Would not reduce the number of students bused.

Attachment P

THE AMERICAN SCHOOL BOARD
JOURNAL

DECEMBER 1989/VOL. 176 No. 12 *Established 1891*

Finding: Keep schools open year-round

"How I spent my summer vacation" is one writing assignment your teachers won't be using much longer if your reaction to the October *Ballot Box* query is any indication. We asked, "Is it time to operate schools year-round?" And more than seven out of ten of you (73 percent) said, "Absolutely."

And you've got your reasons—including the efficiency and effectiveness of year-round schooling. A typical comment: "It's an inefficient use of taxpayers' money to have classrooms vacant three months out of the year."

"There's not enough time now to fit in all those state mandates," says an Iowa board member, who adds that the "educational benefits" of year-round schooling would outweigh any obstacles.

Many of those obstacles are cited by the 27 percent of respondents who like the school calendar just the way it is. "Year-round education is still not a viable concept for a rural area," writes a superintendent from Kansas. And a New Jersey board member asks, "How could we find time for major projects like asbestos abatement?"

Some respondents cite the loss of summer jobs for students and teachers as an argument against year-round schools. And some cite simply the loss of summer: "Children gain so much from their summer experiences," writes one Illinois board member. "They don't have to be in school to learn and grow."

Still, that 73-to-27 percent vote is a pretty clear choice—and a dramatic change since we asked a similar question six years ago. In December 1983, the JOURNAL *Ballot Box* asked readers to choose among three options: longer vacations in the winter and shorter ones in the summer; a year-round calendar; and the traditional three-month summer break.

Your choice then, with a slender majority of 51 percent, was longer winter vacations and correspondingly shorter vacations in the summer. Only 20 percent of the 1983 respondents opted for year-round education.

Since then, the idea seems to have taken off. As a Georgia board member responding to this year's query put it, "As long as we maintain an agrarian attitude about the school year, the other industrialized countries will continue to walk over us 'hayseeds.' "

Attachment Q

YRE: Its Time Has Come!

NORMAN R. BREKKE
Superintendent, Oxnard School District
President, National Association for Year-Round Education

November 9, 1989

ON BEHALF OF THE NATIONAL ASSOCIATION FOR YEAR-ROUND EDUCATION, I WISH TO THANK THE FLORIDA COUNCIL OF 100 FOR THIS OPPORTUNITY TO PARTICIPATE IN THIS EXTRAORDINARY FORUM. I'M HONORED TO BE A PART OF YOUR DISTINGUISHED PANEL OF SPEAKERS. I'M ESPECIALLY PLEASED TODAY TO SHARE THIS PODIUM WITH JOE NATHAN FROM THE UNIVERSITY OF MINNESOTA.

MANY, MANY YEARS AGO AS A TEACHER IN DULUTH, I REMEMBER THEN MINNESOTA GOVERNOR ANDERSON SAYING "CALIFORNIA AND FLORIDA ARE THE SWEET VOLUPTUOUS BLONDES WITH WHOM YOU HAVE A FLIRTATION -- MINNESOTA IS THE GIRL YOU MARRY." WHILE I HAVE FOND MEMORIES OF MINNESOTA; IF THERE'S A CHOICE,I'D RATHER FLORIDA OR CALIFORNIA!

IN TIME FOR RESULTS, THE NATIONAL GOVERNOR'S ASSOCIATION DECLARED: "IT MAKES NO SENSE TO KEEP CLOSED HALF A YEAR THE SCHOOL BUILDINGS IN WHICH AMERICA HAS INVESTED A QUARTER OF A TRILLION DOLLARS WHILE WE ARE UNDEREDUCATED AND OVERCROWDED."

THE TRADITIONAL NINE-MONTH SCHOOL YEAR -- A CREATION OF A 19TH CENTURY AGRICULTURAL ECONOMY -- IS GRADUALLY BEING REPLACED BY A YEAR-ROUND CALENDAR IN PUBLIC SCHOOLS THROUGHOUT THE NATION. THE THEME FOR THIS FORUM -- RESTRUCTURING: DOING IT! -- IS VERY TIMELY AND APPROPRIATE. HOWEVER, IF I HAD CHOSEN THE THEME FOR YOUR MEETING, I THINK, I WOULD HAVE MADE IT: RESTRUCTURING EDUCATION: DOING IT WITHOUT BLOODSHED AND FATALITIES.

DURING THE PAST SIX YEARS, THE PROFESSIONAL LITERATURE AND THE MEDIA HAVE GIVEN A GREAT DEAL OF ATTENTION TO THOSE WHO HAVE PROPOSED GRAND PLANS FOR REFORMING, RESTRUCTURING, REORGANIZING AND REVITALIZING OUR NATION'S SCHOOLS. PROPOSALS AND PLANS ARE SAFE: IT'S IN THE "DOING" THAT ONE RISKS GREAT BODILY HARM.

> THE REV. WALTON COLE TOLD THIS STORY AT THE 26TH BIENNIAL COUNCIL OF PHI DELTA KAPPA IN DECEMBER, 1958:
>
> "THE MILLENIUM IS AT HAND. MAN HAS INVENTED EVERYTHING THAT CAN BE INVENTED. HE HAS DONE ALL HE CAN DO."
>
> THESE WORDS WERE SPOKEN BY A BISHOP AT A CHURCH GATHERING IN 1870. THEY WERE CHALLENGED BY THE PRESIDING OFFICER, WHO SUGGESTED THAT A GREAT INVENTION WOULD BE MADE WITHIN THE NEXT 50 YEARS. THE BISHOP ASKED HIM TO NAME SUCH AN INVENTION. THE REPLY: "I THINK MAN WILL LEARN TO FLY."
>
> THE BISHOP REPLIED THAT THIS WAS BLASPHEMY. "DON'T YOU KNOW THAT FLIGHT IS RESERVED TO THE ANGELS?"
>
> THE BISHOP WAS MILTON WRIGHT, FATHER OF ORVILLE AND WILBUR.

THE "STATUS QUO" -- THE DESPOTIC YOKE OF CUSTOM -- WHICH HAS HELD OUR SCHOOLS IN BONDAGE FOR THE LAST CENTURY, IS BEING SERIOUSLY CHALLENGED. THE SCHOOLS OF THE NEXT CENTURY WILL NOT BE MUCH LIKE THOSE OF TODAY BECAUSE THE EDUCATIONAL REFORM ISSUE HAS BEEN DRIVEN OUT OF THE HALLS OF EDUCATION AND INTO THE MAINSTREAM OF AMERICAN LIFE.

THE ISSUES AND DEBATE REGARDING THE INSTRUCTIONAL CONTENT, STRUCTURE AND PURPOSE OF OUR SCHOOLS HAVE BEEN TAKEN UP BY BUSINESS BY PROFESSIONALS, BY POLITICIANS AND OTHERS WHO HAVE NO VESTED INTEREST IN THE STATUS QUO.

THIS PAST MARCH 31ST, THE WALL STREET JOURNAL SAID IT BEST: "THE EDUCATION SYSTEM NEEDS A COMPLETE OVERHAUL, AND NOT JUST MORE TINKERING." PULLING NO PUNCHES, THE ARTICLE GOES ON TO DECLARE THAT "U.S. SCHOOLS HAVE FAILED TO ADJUST," COMPARING THEM TO THE FACTORIES OF THE PAST WHERE PUPILS ARE PRODUCTS AND TEACHERS THE PRODUCTION WORKERS WITHIN A RIGID BUREAUCRATIC STRUCTURE DESIGNED TO GRIND OUT A CONTINUING FLOW OF IDENTICAL PRODUCTS.

MOREOVER, THE ARTICLE DECLARES, "AFTER FIVE YEARS OF THE MOST SUSTAINED SCHOOL REFORM EFFORT IN U.S. HISTORY IT'S BECOMING CLEAR TO MANY THAT THE U.S. EDUCATION FACTORY IS OBSOLETE. IT NEEDS TO BE REBUILT FROM THE GROUND UP IN AN ENTIRELY DIFFERENT WAY, UNDER ENTIRELY DIFFERENT OPERATING CONDITIONS."

ALBERT SHANKER, WHO HAS EMERGED AS ONE OF OUR NATION'S FOREMOST EDUCATIONAL STATESMEN, CONCURS. "A SCHOOL TODAY," HE SAYS, "OUGHT TO BE AS DIFFERENT AS THE BANK OR INSURANCE COMPANY IS DIFFERENT FROM THOSE THAT EXISTED IN THE TIME OF CHARLES DICKENS." HE MAKES, BY IMPLICATION, A PROFOUND STATEMENT ABOUT THE STATUS OF OUR PUBLIC SCHOOLS!

OUR NATION'S BUSINESSES AND INDUSTRIES HAVE LONG KNOWN WHAT OUR SCHOOLS ARE JUST BEGINNING TO REALIZE: THE FUTURE IS NOT WHAT IT USED TO BE. THERE ARE A HOST OF INDICATORS THAT THE NATION IS BEGINNING TO TAKE SERIOUSLY THE CHALLENGE OF BRINGING OUR EDUCATIONAL SYSTEM INTO THE 21ST CENTURY -- MOVING THEM INTO THE DIRECTION OF RESTRUCTURING RATHER THAN FIXING. THE CHANGES AND EFFORTS TO IMPROVE EDUCATION AND LEARNING CAN EITHER BE DRIVEN FROM THE INSIDE OR FROM THE OUTSIDE.

IF DRIVEN FROM THE INSIDE, THAT IS, FROM THE PERSPECTIVE THAT WE HAVE TO IMPROVE THE PERFORMANCE OF OUR CURRENT SYSTEM, ITS INSTITUTIONS, ITS PRACTICES, ETC., WE WILL END UP -- AT BEST -- WITH DOING WHAT WE ALREADY ARE DOING JUST A LITTLE BETTER.

IF, ON THE OTHER HAND, WE APPROACH THE CHALLENGE FROM THE OUTSIDE IN -- THAT IS, FROM THE PERSPECTIVE OF WHAT WE WANT TO ACHIEVE -- THEN WE ARE LIKELY TO BE LED TO SOME REAL INNOVATION, TO REAL CHANGE AND TO A LEGITIMATE CREATION OF AN EDUCATION AND LEARNING ENVIRONMENT THAT MEETS OUR CURRENT AND FUTURE NEEDS.

YEAR-ROUND EDUCATION IS AN EXCELLENT EXAMPLE OF THE "OUTSIDE-IN" APPROACH WHICH CAN GENERATE SUCH CHANGE WITH POWERFUL EDUCATIONAL AND FINANCIAL ADVANTAGES.

IT SOUNDS TOO GOOD TO BE TRUE: A SINGLE STRUCTURAL CHANGE THAT PROMISES TO REDUCE OVERCROWDING, DECREASE STUDENT AND STAFF ABSENTEEISM, REDUCE DISCIPLINE PROBLEMS, INCREASE STUDENT ACHIEVEMENT, IMPROVE STAFF MORALE, REDUCE TEACHER BURN-OUT AND SLASH CAPITAL EXPENSES. THERE IS A GROWING BODY OF EVIDENCE FROM YRE SCHOOLS THROUGHOUT THE NATION THAT THESE ARE NOT EMPTY PROMISES.

FLORIDA AND CALIFORNIA, BOTH "BELLWETHER" STATES, HAVE A GREAT DEAL IN COMMON:

A RAPIDLY INCREASING STUDENT POPULATION

I READ IN THE PALM BEACH POST'S MAY 3, 1989 EDITION THAT THE STATE MUST FIND ROOM FOR AN ADDITIONAL 82,000 NEW STUDENTS THIS SCHOOL YEAR -- AS FLORIDA SCHOOL DISTRICTS CURRENTLY ARE FACING SEVERE OVERCROWDING AND CONSTRUCTION NEEDS. THE ARTICLE ALSO QUOTED ROBERT A. MORRIS, JR. AS STATING "YEAR-ROUND SCHOOLING IS ONE OF THE BEST METHODS FOR UTILIZING OUR FACILITIES. WE CAN'T AFFORD TO BUILD ALL THE NEW BUILDINGS WE'RE GOING TO NEED IN THE NEXT 10 YEARS."

ON SEPTEMBER 5, 1989, CALIFORNIA STATE SUPERINTENDENT BILL HONIG ISSUED A NEWS RELEASE TITLED "CALIFORNIA UNPREPARED FOR TIDAL WAVE OF STUDENTS." WHILE THE STATE HAD BEEN INCREASING BY ABOUT 140,000 NEW STUDENTS A YEAR, THE 1989-90 SCHOOL YEAR PRODUCED NEARLY 200,000 NEW STUDENTS. HONIG CURRENTLY PREDICTS THAT CALIFORNIA WILL ADD BETWEEN 170,000 AND 200,000 NEW STUDENTS EACH YEAR THROUGH THE 1995-96 SCHOOL YEAR. AT THIS RATE, THE TOTAL NEED FOR NEW SCHOOL CONSTRUCTION IN THE NEXT 10 YEARS WILL BE $17 BILLION.

SUPERINTENDENT HONIG FURTHER STATED "THAT IS MORE THAN THE STATE CAN, OR SHOULD BE ASKED TO RAISE. I HAVE URGED THE ADMINISTRATION AND LEGISLATURE TO AUTHORIZE $1.5 BILLION IN SCHOOL BONDS FOR EACH OF THE JUNE AND NOVEMBER, 1990 BALLOTS. WE MUST MAKE EACH OF THOSE DOLLARS STRETCH TO THE LIMIT," HONIG SAID. "WE ARE ENCOURAGING DISTRICTS TO SWITCH TO YEAR-ROUND SCHEDULES UNDER WHICH FOUR STUDENTS CAN BE EDUCATED IN THE SPACE NORMALLY OCCUPIED BY JUST THREE. THERE IS GOOD EVIDENCE," HE ADDED, "THAT WHEN THE COMMUNITY IS BEHIND IT, YEAR-ROUND EDUCATION HELPS YOUNGSTERS ACHIEVE, WHILE SAVING THE STATE MONEY."

ON AUGUST 2, 1989, SUPERINTENDENT HONIG, IN A LETTER TO GOVERNOR GEORGE DEUKMEJIAN, STATED IN PART "I WANT TO ASK FOR YOUR HELP IN SOLVING A CRISIS FACING OUR OVERCROWDED SCHOOLS. THE STATE SCHOOL CONSTRUCTION PROGRAM IS OUT OF MONEY AS OF THE FIRST OF JULY, 1989, ELEVEN MONTHS SOONER THAN STATE PROJECTIONS. OVER $5 BILLION IN APPLICATIONS FOR LOCAL SCHOOL CONSTRUCTION , AWAITING STATE ASSISTANCE, WILL GROW BY APPROXIMATELY $100 MILLION PER MONTH."

ETHNIC/RACIAL DIVERSITY

IT IS HARD TO IMPROVE ON HAROLD HODGKINSON'S COMMENTARY IN HIS REPORT, ALL ONE SYSTEM, ESPECIALLY THE STATEMENT "WHAT IS COMING TOWARD THE EDUCATIONAL SYSTEM IS A GROUP OF CHILDREN WHO WILL BE POORER, MORE ETHNICALLY AND LINGUISTICALLY DIVERSE, AND WHO WILL HAVE MORE HANDICAPS THAT WILL AFFECT THEIR LEARNING. MOST IMPORTANT, BY AROUND THE YEAR 2000, AMERICA WILL BE A NATION IN WHICH ONE OF EVERY THREE OF US WILL BE NON-WHITE. AND MINORITIES WILL COVER A BROADER SOCIOECONOMIC RANGE THAN EVER BEFORE, MAKING SIMPLISTIC TREATMENT OF THEIR NEEDS EVEN LESS USEFUL."

BEGINNING WITH THE 1988-89 SCHOOL YEAR, CALIFORNIA REACHED AN HISTORIC TURNING POINT: A MAJORITY OF ITS PUBLIC SCHOOL STUDENTS WERE MEMBERS OF MINORITY GROUPS (WHITE, 49.2%, HISPANIC, 30.7%, BLACK, 9.0%, ASIAN 7.6%, FILIPINO, 2.2% AND NATIVE AMERICAN/PACIFIC ISLANDER, 1.3%)

PRESCHOOL POPULATION

ON JANUARY 10, 1987, THE U.S. DEPARTMENT OF COMMERCE, BUREAU OF THE CENSUS, REPORTED THAT THE PRESCHOOL POPULATION IN THE U.S. WAS THE HIGHEST IN 18 YEARS. 7.6% OF THE NATION'S POPULATION WAS UNDER 5 YEARS OF AGE.

FROM 1980 THROUGH 1985, THE NATION'S PRESCHOOL (UNDER AGE 5) POPULATION INCREASED BY 10.3%. FLORIDA INCREASED 31.0% AND CALIFORNIA INCREASED BY 25.5%.

DROPOUTS

THE DROPOUT PROBLEMS ARE GROWING IN U.S. HIGH SCHOOLS. THE U.S. AVERAGE DROPOUT RATE IN 1986 WAS 28.5%. CALIFORNIA'S DROPOUT RATE WAS 33.3% -- 11TH HIGHEST IN THE NATION; FLORIDA'S DROPOUT RATE WAS 38.0% -- THE HIGHEST OF ALL STATES, EXCEEDED ONLY BY THE DISTRICT OF COLUMBIA WITH A DROPOUT RATE OF 43.2%.

FOR MINORITY STUDENTS IN CALIFORNIA, THE DROPOUT RATE APPEARS TO BE AS HIGH AS 40%.

STATUS OF YRE IN THE U.S.

AT THE BEGINNING OF THE 1988-89 SCHOOL YEAR, THERE WERE APPROXIMATELY 440,000 STUDENTS ENROLLED IN YRE PROGRAMS IN 80 SCHOOL DISTRICTS AND 500 SCHOOLS. THE 1989-90 SCHOOL YEAR BEGAN WITH 548,663 STUDENTS ENROLLED IN YRE PROGRAMS IN 98 SCHOOL DISTRICTS AND 627 SCHOOLS.

DURING THE PAST ONE-YEAR PERIOD, THE YRE STUDENT COUNT HAS INCREASED BY 108,663 OR 24.7%.

IT'S APPROPRIATE THAT I SHARE A FEW WORDS ABOUT THE YRE EXPERIENCE IN THE OXNARD SCHOOL DISTRICT.

IN 1975, FOLLOWING TWO DEVASTATING FAILURES AT THE POLLS TO AUTHORIZE BOND FUNDS FOR NEW SCHOOLS, THE TRUSTEES OF THE OXNARD SCHOOL DISTRICT WERE FORCED TO CONSIDER THE REMAINING OPTIONS FOR HOUSING A RAPIDLY INCREASING STUDENT POPULATION: PLACING ADDITIONAL PORTABLE TEMPORARY CLASSROOMS AT CAMPUSES ALREADY LOADED WITH RELOCATABLE TEMPORARY CLASSROOMS. (AND I ADD, PARENTHETICALLY, THAT NOTHING IS MORE PERMANENT THAN A TEMPORARY CLASSROOM. I CAME TO THE DISTRICT 31 YEARS AGO, AND THERE ARE TEMPORARY CLASSROOMS IN USE TODAY WHICH PREDATE MY TENURE IN THE DISTRICT.)

INCREASING CLASS SIZE WAS A CONSIDERATION. HOWEVER, WITH THE AVERAGE PRIMARY-GRADE CLASS SIZE AT 30 AND UPPER-GRADE CLASS SIZE AT 35, THIS WASN'T AN ACCEPTABLE OPTION. HALFDAY/DOUBLE SESSION CLASSES WERE CONSIDERED. THIS OPTION, WHICH WOULD HAVE REQUIRED A 20% REDUCTION IN THE STUDENTS' INSTRUCTIONAL DAY, WAS ALSO REJECTED.

IN 1975 WE INVESTIGATED A NEW CONCEPT CALLED YEAR-ROUND EDUCATION, WHICH OFFERED A 33% INCREASE IN A SCHOOL'S ENROLLMENT CAPACITY AND IN JULY, 1976, TWO SCHOOLS BEGAN WITH YRE CALENDARS. IN SUBSEQUENT YEARS, AS STUDENT ENROLLMENT INCREASES REQUIRED ADDITIONAL SEATING CAPACITY, OTHER SCHOOLS WERE ADDED TO THE SPACE-ENHANCING YRE SCHEDULE. IT BECAME VERY EVIDENT, AS WE REVIEWED THE OPTIONS, THAT PEOPLE VERY FREQUENTLY DON'T KNOW WHAT THEY WANT UNTIL THEY SEE WHAT THEY DON'T WANT.

BEGINNING WITH THE 1987-88 SCHOOL YEAR, THE OXNARD SCHOOL DISTRICT BECAME THE FIRST SYSTEM IN THE NATION TO CONVERT TOTALLY TO YRE.

"THE TRADITIONAL NINE-MONTH SCHOOL YEAR SLIPPED OUT OF THE OXNARD SCHOOL DISTRICT WEDNESDAY NIGHT WITHOUT SO MUCH AS A WHIMPER. THERE WERE NO ANGRY PROTESTS FROM PARENTS, NO BITTER BATTLES AMONG BOARD MEMBERS, NOT EVEN ANY 'WHAT ELSE CAN WE DO?' SPEECHES FROM SCHOOL OFFICIALS. THE SCHOOL BOARD'S UNANIMOUS APPROVAL OF A PLAN THAT WILL PLACE ALL STUDENTS ON A YEAR-ROUND SCHEDULE FOR THE 1987-88 SCHOOL YEAR SEEMED TO SURPRISE NO ONE." (VENTURA COUNTY STAR-FREE PRESS, JANUARY 15, 1987)

THIS SCHOOL YEAR, TWO OTHER CALIFORNIA SCHOOL DISTRICTS MADE A TOTAL CONVERSION TO YEAR-ROUND EDUCATION; THE HESPERIA UNIFIED SCHOOL DISTRICT WITH 12,500 STUDENTS AND THE LODI UNIFIED SCHOOL DISTRICT WITH APPROXIMATELY 24,000 STUDENTS. BOTH DISTRICTS PROVIDE YRE IN GRADES K THROUGH 12.

YRE AND ACADEMIC ACHIEVEMENT

WHILE MOST SCHOOL DISTRICTS HAVE IMPLEMENTED YRE PROGRAMS AS A MEANS TO INCREASE THEIR SCHOOLS' ENROLLMENT CAPACITY, APPROXIMATELY ONE-THIRD OF THE NATION'S YRE PROGRAMS HAVE BEEN ORGANIZED TO IMPROVE ACADEMIC ACHIEVEMENT.

THIRTEEN YEARS OF YRE EXPERIENCE IN THE OXNARD SCHOOL DISTRICT HAS GENERATED A WIDELY AND FIRMLY HELD BELIEF AMONG TEACHERS, PARENTS AND ADMINISTRATORS THAT STUDENTS -- ESPECIALLY EDUCATIONALLY DISADVANTAGED STUDENTS -- EXPERIENCE FAR LESS LEARNING LOSS DURING THE SHORTER VACATION BREAKS ON A YEAR-ROUND CALENDAR THAN THEY DO OVER THE THREE-MONTH SUMMER VACATION.

DURING THE PAST EIGHT YEARS, THIS BELIEF HAS BEEN CONFIRMED BY CALIFORNIA ASSESSMENT PROGRAM (CAP) DATA FOR GRADES 3, 6 AND 8, AND THE DISTRICT'S OWN PROFICIENCY TESTING PROGRAM FOR GRADES 1 THROUGH 8.

THE DISTRICT'S CALIFORNIA ASSESSMENT PROGRAM (CAP) SCORES INDICATE AN IMPRESSIVE RATE OF IMPROVEMENT, AND HAVE DOUBLED, TRIPLED AND, IN SOME AREAS, QUADRUPLED THE STATE'S AVERAGE INCREASE IN CAP SCORES. THIS VERY POSITIVE IMPACT OF YRE UPON ACADEMIC ACHIEVEMENT HAS BEEN DOCUMENTED IN LOS ANGELES, HOUSTON AND MANY OTHER SCHOOL DISTRICTS.

DR. ADRIAN P. VAN MONDFRANS, BRIGHAM YOUNG UNIVERSITY, HAS RECENTLY COMPLETED A COMPREHENSIVE RESEARCH STUDY DOCUMENTING THE VERY POSITIVE IMPACT OF YRE UPON STUDENT ACHIEVEMENT IN UTAH. IN GENERAL, PARENTS ARE UNIMPRESSED IF YRE GENERATES ADDITIONAL SEATING CAPACITY AT A SCHOOL OR IF YRE GENERATES A COST SAVING TO THE SCHOOL DISTRICT. THEY ARE GENUINELY IMPRESSED, HOWEVER, AT EVIDENCE THAT THEIR CHILDREN'S ACADEMIC ACHIEVEMENT IS ENHANCED.

EVIDENCE OF THIS "ENHANCEMENT" HAS CONTRIBUTED SUBSTANTIALLY TO THE DISTRICT'S SUCCESS IN CONVERTING FROM A TRADITIONAL TO YRE SCHOOL SYSTEM.

FLORIDA'S "INDIAN ELEPHANTS"

A SCHOOL ADMINISTRATOR, IT HAS BEEN SAID, IS AS CAUTIOUS AS AN INDIAN ELEPHANT. WHEN THE ELEPHANT COMES TO A BRIDGE, HE TESTS IT FIRST WITH HIS TRUNK. IF IT HOLDS FIRM, HE PLANTS HIS FRONT FEET ON TOP. IF IT STILL STANDS, HE SITS ON IT. AFTER THAT, HE SENDS ANOTHER ELEPHANT OVER FIRST.

BOLD, COURAGEOUS FLORIDA ELEPHANTS CROSSED THE YRE BRIDGE MANY YEARS AGO -- AND HAVE BEEN AN INSPIRATION AND A SOURCE OF ENORMOUS ASSURANCE TO THE DEVELOPMENT OF YRE IN LOS ANGELES, OXNARD AND MANY OTHER CALIFORNIA SCHOOL DISTRICTS.

DR. JOSEPH ORR, PRESENTLY ASSOCIATE SUPERINTENDENT FOR THE PALM BEACH COUNTY SCHOOLS, AS PRINCIPAL OF JUPITER HIGH SCHOOL IN 1975, STARTED A YRE PROGRAM WHICH LASTED UNTIL 1982. THE YRE PROGRAM STARTED BY DR. ORR AND NELL LUCAS, THEN YEAR-ROUND COORDINATOR AND PRESENTLY DIRECTOR OF THE DEPARTMENT OF ADULT AND COMMUNITY EDUCATION FOR THE PALM BEACH COUNTY SCHOOLS, WAS ADOPTED BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT -- WHICH TODAY MAINTAINS 97 SCHOOLS AND 157,392 STUDENTS IN YRE.

FLORIDA HAS REASON TO BE PROUD OF ITS EXPERIENCE WITH YRE AND WITH THE INSPIRED LEADERSHIP OF SUCH FOLKS AS SUPERINTENDENT ZENKE OF DUVAL COUNTY, SUPERINTENDENT ARCHIBALD OF MARION COUNTY AND SUPERINTENDENT SCHOTT OF ORANGE COUNTY; SCHOOL BOARD MEMBERS LIKE STAN JORDAN OF DUVAL COUNTY AND DR. CAROLE PARRISH OF MARION COUNTY.

I ALSO HAVE TO COMMEND STATE REPRESENTATIVE ALZO REDDICK OF ORLANDO FOR HIS LONG-STANDING SUPPORT OF YRE.

THIS WEEKEND, I HAVE THE GREAT PLEASURE TO VISIT AND PRESENT A SPECIAL TOKEN OF APPRECIATION FROM THE NATIONAL ASSOCIATION FOR YEAR-ROUND EDUCATION TO A DEAR FRIEND, MR. GEORGE M. JENSEN OF SARASOTA. MR. JENSEN, WHO RECENTLY CELEBRATED HIS 88TH BIRTHDAY, IS A RETIRED ENGINEER; FORMER PRESIDENT OF THE MINNEAPOLIS SCHOOL BOARD AND, FOR THE PAST 30 YEARS, HAS VIGOROUSLY AND ELOQUENTLY SUPPORTED YEAR-ROUND EDUCATION IN THE SCHOOLS OF OUR NATION. HE IS ONE OF THE FOUNDERS OF THE NATIONAL ASSOCIATION FOR YEAR-ROUND EDUCATION -- AND TRULY THE NATION'S CHIEF APOSTLE OF YRE.

IF THERE IS ONE PERSON WHO PERSONIFIES THE INDIAN ELEPHANT, GEORGE JENSEN IS THAT PERSON!

A FINAL REFERENCE TO YOUR THEME TODAY: "RESTRUCTURING EDUCATION: DOING IT."

ANY SIGNIFICANT, MEANINGFUL REFORM OR RESTRUCTURING WILL GENERATE ITS OWN CONSTITUENCY OF OPPOSITION -- AND, IF PLANNED WELL - ITS OWN CONSTITUENCY OF SUPPORT. AND IT'S VITALLY IMPORTANT FOR THE "DOER" TO KNOW WHO HIS FRIENDS ARE.

THIS PROFOUND PIECE OF RURAL MINNESOTA WISDOM APPROPRIATELY CONCLUDES MY REMARKS:

ONCE UPON A TIME THERE WAS A SPARROW WHO DECIDED NOT TO FLY SOUTH FOR THE WINTER. SOON, HOWEVER, THE WEATHER TURNED SO COLD THAT HE RELUCTANTLY STARTED TO FLY SOUTH. IN A SHORT TIME, ICE BEGAN [illegible] FORM ON HIS WINGS, AND HE FELL TO EARTH IN A BARNYARD, ALMOST FROZEN.

A COW PASSED BY AND DUMPED ON THE LITTLE SPARROW. THE SPARROW THOUGHT IT WAS THE END. BUT THE MANURE WARMED AND DEFROSTED HIS WINGS. WARM AND HAPPY, HE BEGAN TO CHIRP. JUST THEN, A LARGE CAT CAME BY AND, HEARING THE SOUNDS, INVESTIGATED THEM. THE CAT CLEARED AWAY THE MANURE, FOUND THE SINGING BIRD, AND ATE HIM.

THE MORAL OF THE STORY IS -- EVERYONE WHO DUMPS ON YOU IS NOT NECESSARILY YOUR ENEMY; EVERYONE WHO GETS YOU OUT OF THE MESS IS NOT NECESSARILY YOUR FRIEND; AND IF YOU'RE WARM AND HAPPY IN A PILE OF MANURE, KEEP YOUR MOUTH SHUT!

Restructuring Schools with Year-Round Calendar

The year-round calendar would provide added flexibility. In today's economy, some kids have to work to help support their families. A system of school quarters would mean kids could attend school all year long . . . take a quarter or two off . . . or combine work with school. It gives kids the option to break out of the lockstep of the grade structure, which would be scrapped.

Flexible terms would let students complete their education at their own pace. They'd finish the work required at one level before moving on to the next. They'd advance quickly in subjects they're good at, and more slowly in subjects that are harder for them. But in the end, they'd all know what they need to know to earn a diploma that means something.

Restructuring schools along those lines amounts to an emancipation proclamation for principals, teachers and students. It would free the schools to be innovative, creative centers of learning.

DAVID T. KEARNS

OCTOBER 26, 1987 **CHAIRMAN AND CHIEF EXECUTIVE OFFICER**

XEROX CORPORATION

(THE NEW YORK TIMES **EDUCATION** WEDNESDAY, NOVEMBER 8, 1989

Classes the Year Round Pass the Test for Many

ST. PETERS, Mo., Nov. 7 (AP) — Jennifer Rainey used to think of summer vacation as three long months of boredom.

That was before she transferred to Fairmount Elementary School, where students attend class year round and summer break is replaced by four short vacations just when a sixth grader needs them.

"It gives you something to look forward to," said 11-year-old Jennifer. "You think, 'Hey, a couple more weeks of this, and then I get three off.' I like it this way because it seems like you get more time off."

Jennifer's is the nation's longest-running year-round school. Francis Howell School District, just west of St. Louis, pioneered the concept in 1969 in an effort to solve overcrowding, but today some educators think the idea may be just what the country needs to improve its educational system.

Unreasonable Demand Seen

"We're asking schools to do more and more, but we're keeping the clock and the calendar the same," said Ernest Boyer, a former United States Commissioner of Education who is now the head of the Carnegie Foundation for the Advancement of Teaching in Princeton, N.J. "You can't fit 10 gallons into a 5-gallon can."

Under a year-round schedule, students spend the same number of days in class, but instead of a summer vacation they get shorter breaks throughout the year. More and more schools are scrapping traditional schedules in favor of the more efficient year-round ones.

"I'm convinced that a longer school year is inevitable," Dr. Boyer said, citing a need to "meet the changing work and family patterns of the nation."

Children seem to like the more frequent breaks, and they may learn more.

This year, an estimated 475,000 students in 19 states attend year-round schools, said Charles Ballinger, executive director of the National Association for Year-Round Schooling. That is less than 1 percent of the nation's students, but it is twice the level of five years ago, he said.

Ohio Has 'Longest Year'

Ohio has the longest school year, with 182 days, and Minnesota has the shortest, with 170, according to the Education Commission of the States. The Missouri Board of Education plans to ask the Legislature to increase its 174-day year, the nation's second shortest, to 200 by the year 2000. Thirty-four states use 180-day school years.

Even if the school year is not lengthened, many educators say a year-round schedule makes sense. Some say it improves learning. Others say it helps ease overcrowding and puts school buildings to work full time.

The traditional calendar, devised originally with summers breaks to accommodate the need for children's help on farms, "has no value to us any longer," said Norman Brekke, superintendent of the K-8 Oxnard School District in Ventura County, Calif.

Mr. Brekke said his district saved $16 million — the cost of two new schools — by converting to year-round classes in 1976. And test scores have improved.

Supporters of year-round schooling include the Missouri National Education Association, which recently issued a report recommending that all the state's schools consider year-round programs.

Some educators say the traditional timetable is outdated.

In California, state law requires districts to file a study on the feasibility of year-round schools or to have a year-round program to be eligible for some building funds.

Utah has also provided incentives. Some inner-city districts must have year-round schooling by the 1990-91 year.

But some educators say that while they like the idea, it is not always workable. In St. Louis, for example, Superintendent Jerome Jones said the buildings are not equipped for year-round instruction. Most are not air-conditioned, and the district is already strapped for money to pay for paint and plaster.

Camp Organizations Concerned

"Personally, I think it's desirable," Mr. Jones said. "If it were possible, I would explore it."

Even the Francis Howell district has found that a year-round schedule is not workable at the secondary level. An experiment with a junior high school failed because of problems presented by extracurricular activities like sports.

Another group that is not exactly thrilled is the summer camp industry.

"People are very concerned about what could happen, but at the moment, the impact hasn't been significant," said Shirley Walch, who heads the American Camping Association's Southern California section. "Some of our camps can accommodate and adapt, and then there are some that could be devastated by it."

Administrators at Fairmount say their system is supported by students, teachers and parents.

"It's a system that's worked very effectively," said the principal, Larry Smith. "The burdensome part is developing the schedule, staffing the building and the movement of students and teachers in school."

Headaches for Teachers

Fairmount students are split into four cycles and attend class for nine weeks, followed by three weeks off. The start of each cycle is staggered, so that at any given time, three cycles are in session and one is off. Classrooms are always filled.

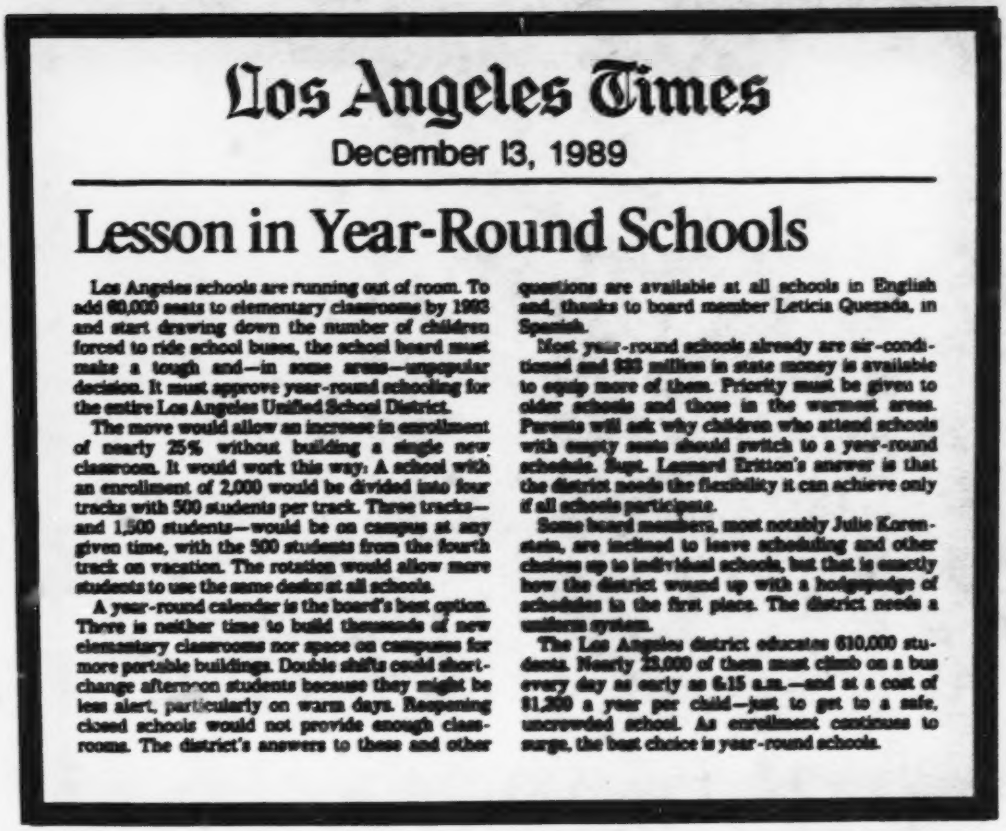
The system is not without some drawbacks, though. Teachers say the biggest headache is moving.

"A classroom teacher rotates with her students, so when you go off cycle on your three-week break, you move out of your classroom so another teacher and class can move in," said one teacher, Chris Guinther. "So you end up having to pack up your teaching materials and supplies. Logistically, it's a problem."

Ideally, when overcrowding is not a factor, a year-round school has only one cycle and teachers do not have to move.

For working parents, the biggest concern is arranging for child care when their vacations do not coincide with their children's. When the schedules do coincide, said Pat McCoy, a Fairmount assistant principal, "Then it's an advantage because you can take your kids to Disneyland in September or October, and you don't have to take them out of school, and you miss all the crowds."

Attachment S



Los Angeles Times

December 13, 1989

Lesson in Year-Round Schools

Los Angeles schools are running out of room. To add 60,000 seats to elementary classrooms by 1993 and start drawing down the number of children forced to ride school buses, the school board must make a tough and—in some areas—unpopular decision. It must approve year-round schooling for the entire Los Angeles Unified School District.

The move would allow an increase in enrollment of nearly 25% without building a single new classroom. It would work this way: A school with an enrollment of 2,000 would be divided into four tracks with 500 students per track. Three tracks—and 1,500 students—would be on campus at any given time, with the 500 students from the fourth track on vacation. The rotation would allow more students to use the same desks at all schools.

A year-round calender is the board's best option. There is neither time to build thousands of new elementary classrooms nor space on campuses for more portable buildings. Double shifts could short-change afternoon students because they might be less alert, particularly on warm days. Reopening closed schools would not provide enough classrooms. The district's answers to these and other questions are available at all schools in English and, thanks to board member Leticia Quezada, in Spanish.

Most year-round schools already are air-conditioned and $33 million in state money is available to equip more of them. Priority must be given to older schools and those in the warmest areas. Parents will ask why children who attend schools with empty seats should switch to a year-round schedule. Supt. Leonard Britton's answer is that the district needs the flexibility it can achieve only if all schools participate.

Some board members, most notably Julie Korenstein, are inclined to leave scheduling and other choices up to individual schools, but that is exactly how the district wound up with a hodgepodge of schedules in the first place. The district needs a uniform system.

The Los Angeles district educates 610,000 students. Nearly 23,000 of them must climb on a bus every day as early as 6:15 a.m.—and at a cost of $1,300 a year per child—just to get to a safe, uncrowded school. As enrollment continues to surge, the best choice is year-round schools.

"Too many of our reformers are like Humpty Dumpty who scornfully said to Alice in *Through the Looking Glass*, 'When I use a word, it means just what I choose it to mean–neither more nor less.' If they insist they are 'restructuring' schools while really keeping the old order in place, American public education is due for a fall–and there may be too many pieces for anyone to put it together again."

Albert Shanker
President,
American Federation of Teachers

"Organizations are not ordinarily self-reviewing or self-reforming. Powerful outside forces are usually necessary if reform is to take place. The modern corporation offers a case in point. Its incentives to change, whether it is product lines, internal organization, customer relations, or management are largely external. (These) are...competitive forces.... Left to their own devices, few managers or CEOs–in either the private or the public sector–would change, because the attraction of the familiar...is so powerful. That's true of corporations, labor unions, government bureaucracies, families, fraternal associations, churches, and schools."

David Kearns and Denis Doyle, in
Winning the Brain Race

Attachment T

80

Attachment U

STATE OF CALIFORNIA

Assembly Bill No. 1650

CHAPTER 1246

An act to amend Sections 17717.5 and 42250.1 of, to add Section 17788.3 to, and to add Chapter 2.5 (commencing with Section 37300) to Part 22 of, the Education Code, relating to schools, and making an appropriation therefor.

[Approved by Governor September 27, 1987. Filed with Secretary of State September 27, 1987.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1650, Isenberg. Year-round educational programs.

This bill would prohibit the State Board of Allocation from approving an application, after January 1, 1990, for school project funding under the Leroy F. Greene State School Building Lease-Purchase Law of 1976, or for the lease of one or more portable classrooms under the Emergency School Classroom Law of 1979, unless a study examining the feasibility of implementing in the district a year-round multitrack educational program accompanies the application, as specified. The bill would additionally require that, commencing July 1, 1989, applicant districts under the Leroy F. Greene State School Building Lease-Purchase Law of 1976 that demonstrate current or planned use of a year-round multitrack educational program, as specified, receive first priority for project funding.

The State Allocation Board shall allocate to school districts selected by the board pursuant to this section, funding for the expenses of air-conditioning equipment and insulation materials, and for the costs of installing the equipment and materials, for schools operating on a year-round or continuous basis pursuant to Chapter 3 (commencing with Section 37400), Chapter 4 (commencing with Section 37500), or Chapter 5 (commencing with Section 37600) of Part 22.

STATE OF UTAH

CRITICAL SCHOOL BUILDING PROGRAM AMENDMENTS

1987

GENERAL SESSION

Enrolled Copy

S. B. No. 102 By Stephen J. Rees

AN ACT RELATING TO PUBLIC EDUCATION; REQUIRING A SCHOOL DISTRICT TO CERTIFY TO THE STATE BOARD OF EDUCATION THAT IT HAS IMPLEMENTED A BUILDING USE PROGRAM THAT INCLUDES YEAR-ROUND SCHOOLS, EXTENDED DAYS, OR A SIMILAR CONCEPT IN ORDER TO QUALIFY FOR CRITICAL SCHOOL BUILDING PROGRAM ASSISTANCE.

THIS ACT AFFECTS SECTIONS OF UTAH CODE ANNOTATED 1953 AS FOLLOWS:

AMENDS:

53-11-30, AS LAST AMENDED BY CHAPTER 165, LAWS OF UTAH 1985

Be it enacted by the Legislature of the state of Utah:

Section 1. Section 53-11-30, Utah Code Annotated 1953, as last amended by Chapter 165, Laws of Utah 1985, is amended to read:

53-11-30. In order to qualify for assistance under the school building state supported program, a school district shall meet the following requirements:

(6) To qualify for critical school building program assistance on buildings constructed after July 1, 1987, a school district shall, in addition to meeting the other requirements of this section, certify to the state board that the district has implemented a building use program that includes year-round schools, extended days, or a similar concept for the maximum effective use of existing buildings.

STATE OF UTAH

SCHOOL BUILDING UTILIZATION

1987

GENERAL SESSION

Enrolled Copy

S. B. No. 128 By Stephen J. Rees

AN ACT RELATING TO PUBLIC EDUCATION; PROVIDING THAT SCHOOL DISTRICTS MAY NOT RECEIVE STATE FUNDS TO HELP PAY THE COSTS OF UTILITIES AND PROPERTY, CASUALTY, AND LIABILITY INSURANCE IF EXISTING SCHOOLS WITHIN THE DISTRICT ARE NOT BEING EFFICIENTLY UTILIZED; AND PROVIDING FOR EXCEPTIONS.

THIS ACT AFFECTS SECTIONS OF UTAH CODE ANNOTATED 1953 AS FOLLOWS:

ENACTS:

53-7-16.5, UTAH CODE ANNOTATED 1953

Be it enacted by the Legislature of the state of Utah:

Section 1. Section 53-7-16.5, Utah Code Annotated 1953, is enacted to read:

53-7-16.5. (1) Beginning July 1, 1987, a local school district shall meet the following requirements in order to qualify for state funds under the state-supported minimum school program to help pay the costs of utilities and property, casualty, and liability insurance:

(a) certify to the State Board of Education that there are no public schools within the district operating at less than 70% of maximum student capacity as defined in the rules adopted by the State Board of Education; or

(b) certify to the State Board of Education that any public school within the district operating at less than 70% of maximum student capacity could not be closed and the students in the school transferred to other schools in the district without overcrowding those schools. In the case of an elementary school operating at less than 70% of maximum capacity, the district would have to consider all elementary schools, for transfer purposes, within a three-mile radius of the school. The distance for consideration increases to a five-mile radius for a middle or junior high school and to a ten-mile radius for a high school.

STATE OF UTAH

MODIFIED DELIVERY SYSTEMS FOR

PUBLIC EDUCATION

1987

GENERAL SESSION

Enrolled Copy

S. B. No. 256 By Paul Rogers

LeRay L. McAllister

C. E. Peterson

William T. Barton

AN ACT RELATING TO PUBLIC EDUCATION; REQUIRING SCHOOL DISTRICTS TO ADOPT NEW DELIVERY SYSTEMS UNDER STANDARDS ADOPTED BY THE STATE BOARD OF EDUCATION; PROVIDING FOR A "PHASE-IN" PERIOD; AND PROVIDING FOR EXCEPTIONS.

THIS ACT AFFECTS SECTIONS OF UTAH CODE ANNOTATED 1953 AS FOLLOWS:

ENACTS:

53-17-18.2, UTAH CODE ANNOTATED 1953

Be it enacted by the Legislature of the state of Utah:

Section 1. Section 53-17-18.2, Utah Code Annotated 1953, is enacted to read:

53-17-18.2. (1) Beginning July 1, 1987, in order to qualify for state funds under the basic state-supported school program, a local school district shall certify the following to the State Board of Education:

(a) that for the 1987-88 school year, at least 25% of the elementary schools in the district be on an effective facility use program such as year-round, extended day, or other programs which expand the student capacity of a school by 20% or more, as defined by the State Board of Education;

(b) that additional revenue generated through the programs referred to in Subsection (a) shall be used to enhance salaries, instructional programs, and curriculum materials in those schools; and

(c) that for the following three years, the percentage of schools shall be increased by an average of 25% each year so that by the 1990-91 school year all elementary schools and students will be enrolled in the programs referred to in Subsection (a).

Year-round schooling makes financial and economic sense

By Carole A. Parrish

CAN YOU IMAGINE a school board ignoring reforms with substantial financial and educational advantages simply because no one wants to challenge the status quo? It must happen all the time—otherwise, more schools would operate on a year-round calendar.

Think about it: Most of you are using a school calendar developed 200 years ago for an agrarian society in which young people worked on the farm. Yet, nearly everywhere, those days are long gone, and evidence shows year-round schools can serve students better and at a lower cost. So why haven't school calendars changed? Perhaps no one is willing to face the inevitable battle with administrators, teachers, and parents over the idea of eliminating a tradition that's both familiar and comfortable.

In the Marion County (Florida) Public Schools (K-12; enr.: 28,000), we're working to change people's attitudes toward year-round schools. We were forced to consider this drastic step because we couldn't afford to build enough new schools for our district's burgeoning student population. But we've since discovered that year-round schools have a number of educational advantages, and as time goes on, we think more people are going to see it our way.

Getting started

Our move to year-round schools began in 1985, when three of our five board members visited the Cherry Creek (Colorado) School District to study its year-round schedule. We quickly were sold on this common-sense approach to getting the most out of school facilities, and board members began canvassing our county to sell the idea to community leaders, civic groups, and parents. Not many loved the idea at first. In December 1985, we conducted an open forum on year-round schools, and more than 600 parents showed up, many of them to express their disapproval to a board that soon became known as the "Notorious Five."

But we went ahead with our plan, voting unanimously to launch a pilot program at one elementary school. We did delay implementation for 18 months to plan and gather more support for the schedule change. And gather support we did. In June 1987, we won voter approval of a $60 million construction program—partly because we promised to keep costs down by switching eight elementary schools to a year-round calendar. Such a move, we told voters, meant we'd have to build two fewer schools—resulting in savings of more than $12 million in construction costs and another $12 million in debt service.

That July, we put Wyomina Park Elementary School on a year-round schedule. To increase support for the change, we gave parents and teachers several options to chose from. They selected a schedule that divided students into five groups. Each group attends school for 60 days and then takes 15 days off. By starting each group at a different time, we made sure one of the five groups would be on vacation at any given time—allowing us to accommodate 25 percent more students than the building normally housed.

Although this schedule requires students to take three three-week "mini-vacations" during the year, elements of a traditional schedule survive. Students are assigned the same teacher all year. They attend school for a total of 180 days a year and receive at least three and one-half weeks of vacation in July. Also, we observe traditional holidays such as Labor Day, Thanksgiving, and Memorial Day. To make the calendar even more accommodating, we make sure all children from the same family are placed on the same track and have the same schedule.

Counting the benefits

Although the new schedule requires us to place some teachers on an extended year-round contract, the efficient use of classrooms enables us to build fewer schools—and save substantially on the cost of construction, equipment, and supplies.

But what really sells us on year-round schools are the educational benefits. Because students' education is not interrupted by a long summer break, they are retaining more of what they learn, and at-risk students who need extra reinforcement don't seem to fall as far behind the other kids. Teachers report spending less class time reviewing what kids have forgotten over vacation. And both students and teachers aren't "burned out" by the long school year. Instead, they come back from their mini-vacations with renewed enthusiasm and energy.

Of course, you can't make such a dramatic scheduling change over night. We advise setting aside approximately 18 months for planning: The curriculum remains the same but must be arranged in time periods that can be accommodated under the new schedule. New classroom assignments are necessary to place returning students in classrooms being vacated by students going on a break. (Students enjoy the change, and with adequate storage space, teachers adjust to sharing classrooms.) And if your schools aren't already equipped with air-conditioning, you'll have a higher initial expense to keep

Carole A. Parrish is a member of the school board in Marion County, Florida.

Attachment V

classes cool through the summer months.

Selling year-round schools to parents also will take work. Although many of our parents love the new schedule, some do not. To win over as many as possible, it's important to publicize the financial and educational benefits of the new calendar and to explain that parents now have more flexibility in planning vacations. It's also important to reduce any disruptions caused by the schedule: Realizing that working parents would find it difficult to arrange child care for occasional three-week breaks, we arranged for local day-care centers to adapt their schedules to accommodate parents.

Through our efforts, we've convinced enough citizens that year-round schools are the wave of the future. Proof came when our elected superintendent recently won his reelection bid against an opponent who campaigned on a platform opposing year-round schools. Now we plan to convert a second school to the year-round calendar in 1990.

And that's as it should be. When we weigh the financial and educational benefits of year-round schools, we're convinced Marion County is going in the right direction. We are beginning our third year with year-round schooling, and many other counties in Florida are beginning to study the concept. If you want your schools to deliver the best education for the best value, take a closer look at year-round schools. □

How do you rate this article? Please turn to the reply card facing page 34 and circle 208 if you think it is excellent, 209 if you think it's good, and 210 if you think it's poor. Thanks.

What really sells us on year-round schools are the educational benefits. Because students' education is not interrupted by a long summer break, they are retaining more of what they learn, and at-risk kids don't seem to fall as far behind

Should schools plow under the old agrarian calendar?

Year-round schools aren't sprouting up all over—yet. But plowing under the old agrarian calendar and operating schools all year is a growing phenomenon: According to the National Association for Year-Round Education, approximately 600 schools nationwide began the 1989-90 school year on a twelve-month calendar—a 20 percent increase over last year.

"Year-round schools are going to grow in number," says Charles Ballinger, the association's executive director. "They have to. Educators can't justify a long summer of absence from formal education. It's all wrong for the way children learn. The traditional calendar was designed to provide helping hands on the farm. It's not a calendar for today's schools."

Although year-round schools have been around since the early 1900s, it wasn't until the Baby Boom of the 1950s and 1960s that school systems began embracing the year-round calendar as a way to offset overcrowded schools, Ballinger says. Interest flagged in the late 1970s and early 1980s as enrollments declined, but the recent surge in elementary school populations has led to renewed popularity for year-round schedules.

Not surprisingly, a third of the nation's year-round schools are found in rapid-growth areas of Southern California, according to Ballinger. In Los Angeles and San Diego alone, close to 200 schools have gone year-round. Many of the remaining 400 schools are found elsewhere in the Western states—a fact Ballinger attributes to the region's growth and to Westerners' greater willingness to put aside tradition.

In fact, tradition is the greatest obstacle to year-round education, Ballinger says. Many parents oppose the year-round calendar because they say the frequent, short breaks make it difficult to plan vacations and find child care. Many teachers oppose the loss of their summer-long vacations.

But Ballinger predicts the educational advantages of year-round education will overcome tradition eventually. Although most schools go year-round because of overcrowding, he says many educators realize times must change: "Our job is to educate children in the best way possible. With year-round schools, you have more continuous learning and less learning loss during the summer months. That's why year-round schools are going to grow in popularity."—*Del Stover*

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Attachment W

NATIONAL GOVERNORS ASSOCIATION

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Governor of Iowa
Chairman

Booth Gardner
Governor of Washington
Vice Chairman

Raymond C. Scheppach
Executive Director

Hall of the States
444 North Capitol Street
Washington, D.C. 20001-1572
Telephone (202) 624-5300

September 1, 1989

Dr. Charles Ballinger
Executive Secretary
Natl. Council/Year-Round Educ.
6401 Linda Vista Rd.
San Diego, CA 92111

Dear Dr. Ballinger:

As the Governors prepare for the education summit with the President on September 27th and 28th, it is critical to receive input from a variety of individuals and organizations. We would like to invite you to submit written testimony for inclusion in the Governors' briefing materials.

In your statement, it would be helpful if you would focus on federal and federal/state education issues relative to your specific area of interest. Please provide the National Governors' Association (NGA) with no more than two pages of written comments by September 15th. To facilitate our compilation, please send comments on your letterhead or on stationery with your organization's name in a prominent place.

Your comments are important to us and we appreciate the benefit of your views in such a short time frame. If you have any questions regarding this request, please contact Debbie Weil, of the NGA staff, as soon as possible (202-624-5385). Written statements should be sent to Debbie at 444 N. Capitol Street, Suite 250, Washington, D.C. 20001.

Sincerely,

Bill Clinton

Governor Bill Clinton
Co-Chairman
Task Force on Education

Carroll Campbell

Governor Carroll A. Campbell, Jr.
Co-Chairman
Task Force on Education

NATIONAL ASSOCIATION for YEAR-ROUND EDUCATION
P. O. Box 11386, San Diego, CA 92111 • (619) 276-5296

DR. CHARLES BALLINGER
Executive Director
(619) 276-5296

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Mr. Stephen Walters, Adm. Consultant
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Dr. David Hansen, Principal
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Mr. Larry Horyna, Coordinator
Utah State Dept. of Education
Salt Lake City, UT
(801) 538-7[illegible]
Mrs. Beverly Bench, Teacher
[illegible] Year Round School
Houston, TX
(713) 690-[illegible]

September 16, 1989

Attention: Ms. Debbie Weil
National Governors' Association
444 North Capitol Street, Suite 250
Washington, DC 20001

Dear Ms. Weil:

Enclosed is the prepared statement of the National Association for Year-Round Education, which was requested in the letter of September 1, 1989 signed by Governor Bill Clinton and Governor Carroll A. Campbell, Jr.

We appreciate the opportunity to be a part of the national discussion on the future of American education.

Sincerely,

Charles Ballinger
Executive Directory

CB:LG

Enclosures

THE CASE FOR YEAR-ROUND EDUCATION: AN IDEA WHOSE TIME HAS COME

Dr. Charles E. Ballinger, Executive Director

NATIONAL ASSOCIATION FOR YEAR-ROUND EDUCATION

Year-round education is an idea whose time has come. The United States can no longer afford to continue a school calendar which has outlived its usefulness. In Time for Results the National Governors' Association declared: "It makes no sense to keep closed half a year the school buildings in which America has invested a quarter of a trillion dollars while we are undereducated and overcrowded."

Rising competition from other economic spheres is challenging this nation's economic well- being. The traditional school year, which allows students a period of three months away from organized instruction, must be altered to meet this challenge. Such a change requires strong support from both the national and state governments.

The traditional school calendar is not an educational calendar now, has never been, and never will be. Individuals learn in all seasons of the year. Educational programs such as year-round education which respond to the way people learn offer promise to our nation's students and minimize the reality of summer learning loss. Such learning loss is of no value to either the student or the nation.

Year-round education reorganizes the school year to provide more continuous instruction and to reduce, but not eliminate, the summer vacation. One long vacation is replaced by shorter vacations throughout the year; thus, families can experience a variety of leisure activities and are likely to avoid the hordes of summer at national parks and recreational areas. Year-round education does not mean that students go to school every day of the year.

The idea of modifying the school calendar has so much going for it. Besides reducing learning loss, the format also encourages more immediate remediation or enrichment of a student's work when the frequent vacations are utilized to pinpoint areas that need to be corrected, improved, or enriched.

For example, when a student develops learning difficulties, remediation can begin immediately during a scheduled vacation break. In other words, a student's learning difficulty can be appropriately remedied after a few weeks -- not months -- of failure. Students are then ready to resume work along with fellow students when the new learning period begins.

Results from the nation's 502 year-round schools show positive results. Achievement scores have improved in Los Angeles and Denver, as well as in communities like Buena Vista, Virginia; Sandy, Utah; and Oxnard, California. Further, evaluation surveys indicate students are absent less, cause less vandalism, and experience fewer discipline problems.

Year-round education has a better-paced delivery of instruction. Students who require repeated instruction to learn a new concept are helped by the continuous instruction and shorter vacation periods. Children who come from homes where the primary language is not English are also helped by the more continuous mode of instruction.

Students come to realize that learning, like the work of adults, is continuous. Vacations are cherished as a period of refreshment, rather than something that happens because of the travels of the earth around the sun.

Older high school students seeking employment come to realize that jobs are actually more available when there are fewer students seeking these all-too-few openings at any one moment. Graduating students can break into the labor market at varied times throughout the year. Urban residents are spared the results of thousands of teenagers, largely unsupervised, unemployed and unoccupied, on the streets for three months at a time.

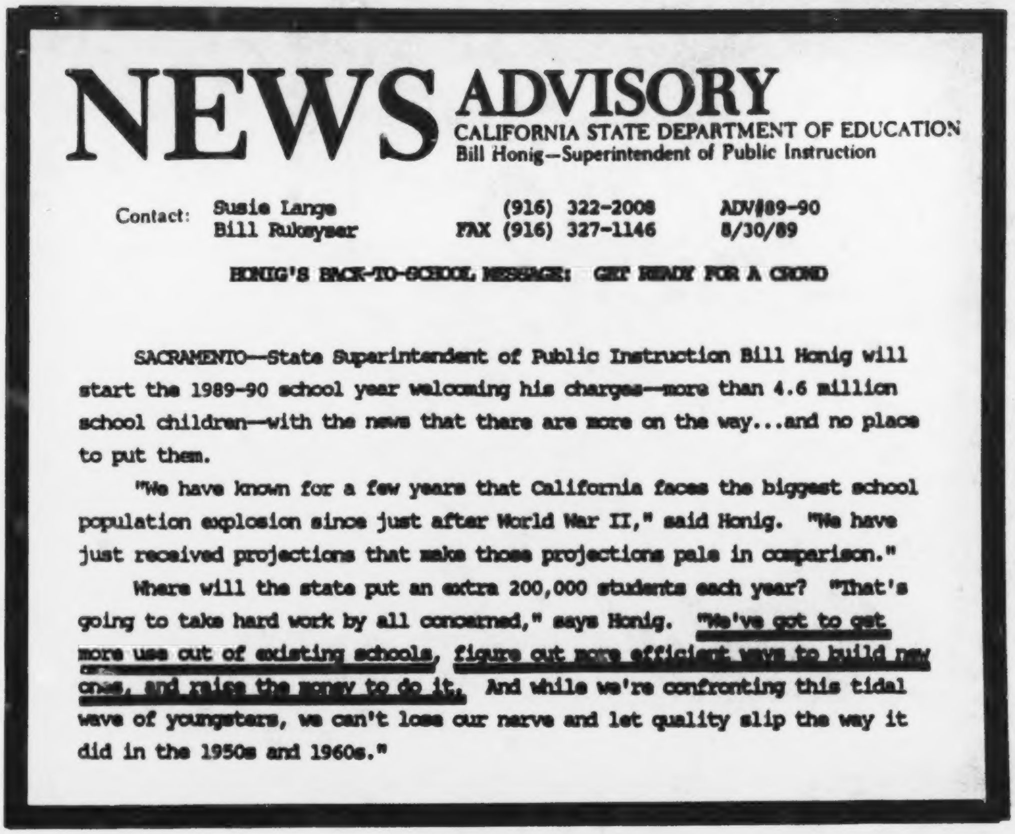
When a district experiences a need for additional classrooms, use of existing buildings can be expanded by the implementation of multiple-track year-round education. The National Association for Year-round Education estimates that significant implementation of the concept throughout the nation over the next 20 years would amount to a savings of $25 billion. A substantial portion of this savings could be directed toward improved instruction, increased student counseling, and improved teacher salaries. It is a rare opportunity for schools to both reduce costs and enhance learning in the same circumstance.

There are a variety of year-round calendars. All can adjust to fit local circumstances. All provide periodic vacations; all observe legal holidays. They go by names such as 60-15, Concept 6, 90-30, 45-15, 60-20. Most are variations of better-known terms such as quarter, semester, trimester.

Important change is often slow. Change to year-round school will come, because the concept has proved to be both positive and practical.

It is useful to ask ourselves this question: If year-round education were the traditional school calendar, and had been for over 100 years, and if someone were to suggest a new school calendar whereby students would be exempt from formal instruction for up to three months at a time, would the American public allow, or even consider, such a scheme? The answer, of course, is no.

Rethinking the traditional school calendar is long overdue. National leaders would do well to encourage public discussion of this issue.



NEWS ADVISORY

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bill Honig—Superintendent of Public Instruction

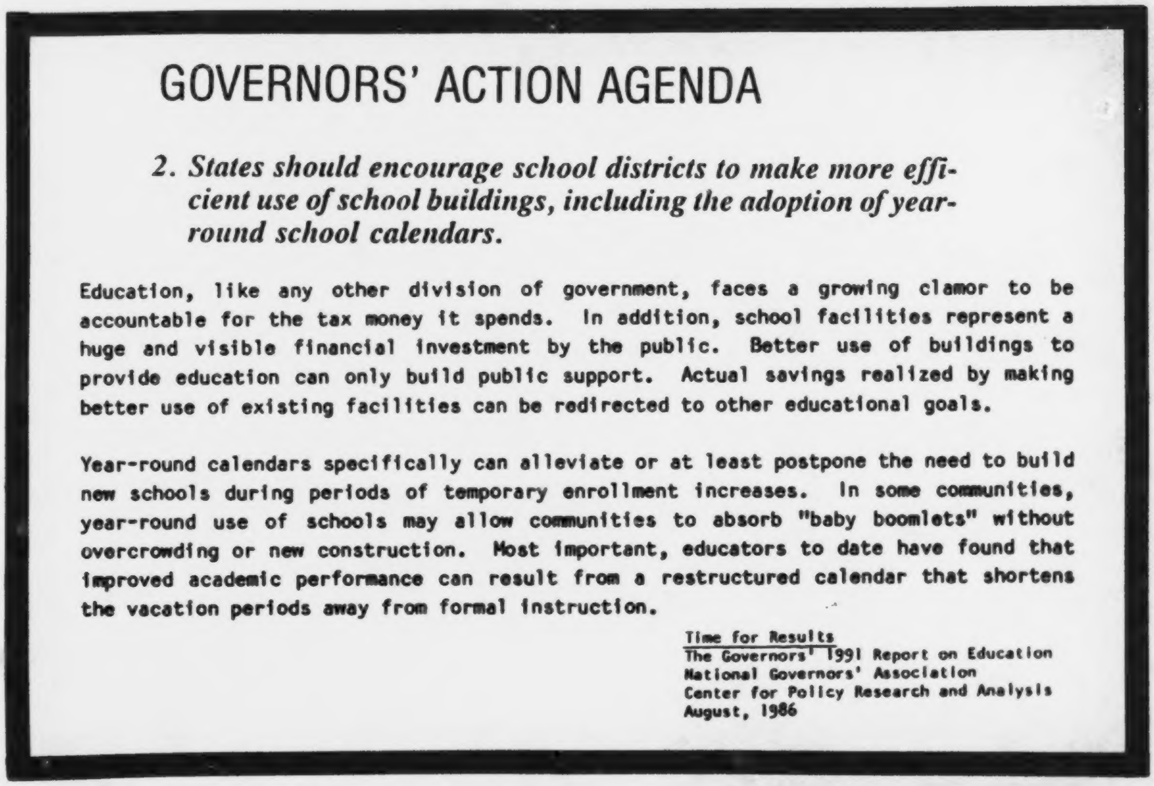
Contact: Susie Lange (916) 322-2008 ADV#89-90
Bill Rukeyser FAX (916) 327-1146 8/30/89

HONIG'S BACK-TO-SCHOOL MESSAGE: GET READY FOR A CROWD

SACRAMENTO—State Superintendent of Public Instruction Bill Honig will start the 1989-90 school year welcoming his charges—more than 4.6 million school children—with the news that there are more on the way...and no place to put them.

"We have known for a few years that California faces the biggest school population explosion since just after World War II," said Honig. "We have just received projections that make those projections pale in comparison."

Where will the state put an extra 200,000 students each year? "That's going to take hard work by all concerned," says Honig. "We've got to get more use out of existing schools, figure out more efficient ways to build new ones, and raise the money to do it. And while we're confronting this tidal wave of youngsters, we can't lose our nerve and let quality slip the way it did in the 1950s and 1960s."



GOVERNORS' ACTION AGENDA

2. States should encourage school districts to make more efficient use of school buildings, including the adoption of year-round school calendars.

Education, like any other division of government, faces a growing clamor to be accountable for the tax money it spends. In addition, school facilities represent a huge and visible financial investment by the public. Better use of buildings to provide education can only build public support. Actual savings realized by making better use of existing facilities can be redirected to other educational goals.

Year-round calendars specifically can alleviate or at least postpone the need to build new schools during periods of temporary enrollment increases. In some communities, year-round use of schools may allow communities to absorb "baby boomlets" without overcrowding or new construction. Most important, educators to date have found that improved academic performance can result from a restructured calendar that shortens the vacation periods away from formal instruction.

Time for Results
The Governors' 1991 Report on Education
National Governors' Association
Center for Policy Research and Analysis
August, 1986

Los Angeles Times

WEDNESDAY, JANUARY 10, 1990

Governor Lists a Broad Agenda

■ **California:** Deukmejian calls for year-round schools

By GEORGE SKELTON, TIMES SACRAMENTO BUREAU CHIEF

SACRAMENTO—Gov. George Deukmejian delivered his final State of the State address on Tuesday, outlining an ambitious lame-duck agenda that steers California toward year-round schools, requires earthquake insurance for high-risk buildings and helps first-time home buyers.

The governor—who leaves office at the end of the year—also proposed an expanded drug education program for the schools and noted that the California National Guard will increase its narcotics interdiction efforts along the Mexican border.

Deukmejian always has taken a special interest in education, although he and California Supt. of Public Instruction Bill Honig waged a yearlong, bitter shouting match in 1987 over funding for elementary and secondary schools. On Tuesday, the governor noted that student enrollment is increasing 40% faster than the overall population and argued that this is a good reason to move toward year-round schools.

"With that kind of growth, we can't depend simply on building our way out of the shortage of classrooms," Deukmejian said, while pointing out that he is proposing a $1.6-billion bond issue for school construction.

The governor advocated providing "strong financial incentives" for school districts to adopt year-round programs. These incentives would include extra state money for each student enrolled in a year-round school. "It is simply inexcusable and wasteful to allow school facilities to sit idle and unused for up to three months per year," he said.

And in what some conservatives may regard as an attack on Proposition 13—the popular property tax-cutting initiative approved by voters 12 years ago—Deukmejian said he would support a constitutional amendment making it easier to pass local bond issues designed to finance construction of year-round schools.

Under Proposition 13, a two-thirds vote is needed to approve a local bond issue. Deukmejian suggested lowering that 67% vote requirement to 60% for districts using the money to build year-round schools.

GOVERNOR DEUKMEJIAN DELIVERS STATE OF THE STATE MESSAGE

SUPPORT GIVEN TO YRE AND $1.6 BILLION SCHOOL BOND ACT

January 9, 1990

The Governor announced that he will support a $1.6 billion bond proposal for school construction in 1990 with two caveats.

- "First, we will provide strong financial incentives to districts which adopt a year-round program, including special per student payments and first call on school construction bond funds. It is simply inexcusable and wasteful to allow school facilities to sit idle and unused for up to three months per year."
- "Second, in order to encourage local districts who move toward year-round schools to enact their local school bond measures, I would support a constitutional amendment to reduce to 60% the two thirds vote that is now required for approval of those bonds."

The Governor's announcements that he will support $1.6 billion in school bonds and a 60% local bond indebtedness authority, are good news to the school construction community. It was unclear, however, both in the message and in conversations with the Governor's Office whether the 60% approval requirement would apply only to year-round schools or whether it would apply to all school construction issues.

The Good News About Schools

American schools, and, because of their great diversity, California's schools in particular, are being asked to do what schools in no other country have ever been asked; to take children from that enormous diversity of backgrounds, cultures and languages, and educate them all -- not through third or sixth grade, but to the point where they can, as they must, cope with unprecedented technological and social complexity. No one is sure that mission can even be performed -- it's certain that it's never been done before -- but the signs from the first efforts in this bellwether state indicate that there may be a real chance. If that chance is to be realized, it will require more than demographic despair and mediocre economic and social support. There can be no higher priority.

The Sacramento Bee EDITORIAL (Excerpt) January 22, 1990

Attachment Y

RESOURCES AND ASSISTANCE WITH YRE

Assistance

- NATIONAL ASSOCIATION FOR YEAR-ROUND EDUCATION
  Dr. Charles Ballinger, Executive Director
  6401 Linda Vista Road
  San Diego, California 92111-7399
  (619) 292-3679 or 292-3809

- CALIFORNIA STATE DEPARTMENT OF EDUCATION
  Tom Payne, YRE Consultant
  Alternative Education Unit
  721 Capitol Mall
  Sacramento, California 94244-2720
  (916) 322-6249

References

- Year-Round Education: Planning for Effective Utilization and Learning Enhancement--Resource Guidebook
  San Diego County Office of Education
  6401 Linda Vista Road
  San Diego, California 92111-7399

- National Reference Directory of Year-Round Education Programs
  National Association for Year-Round Education
  6401 Linda Vista Road
  San Diego, California 92111-7399

- Year-round Education: Year-round Opportunities--A Study of Year-round Education in California, 1987
  California State Department of Education, Publication Sales
  P.O. Box 271, Sacramento, California 95802-0271

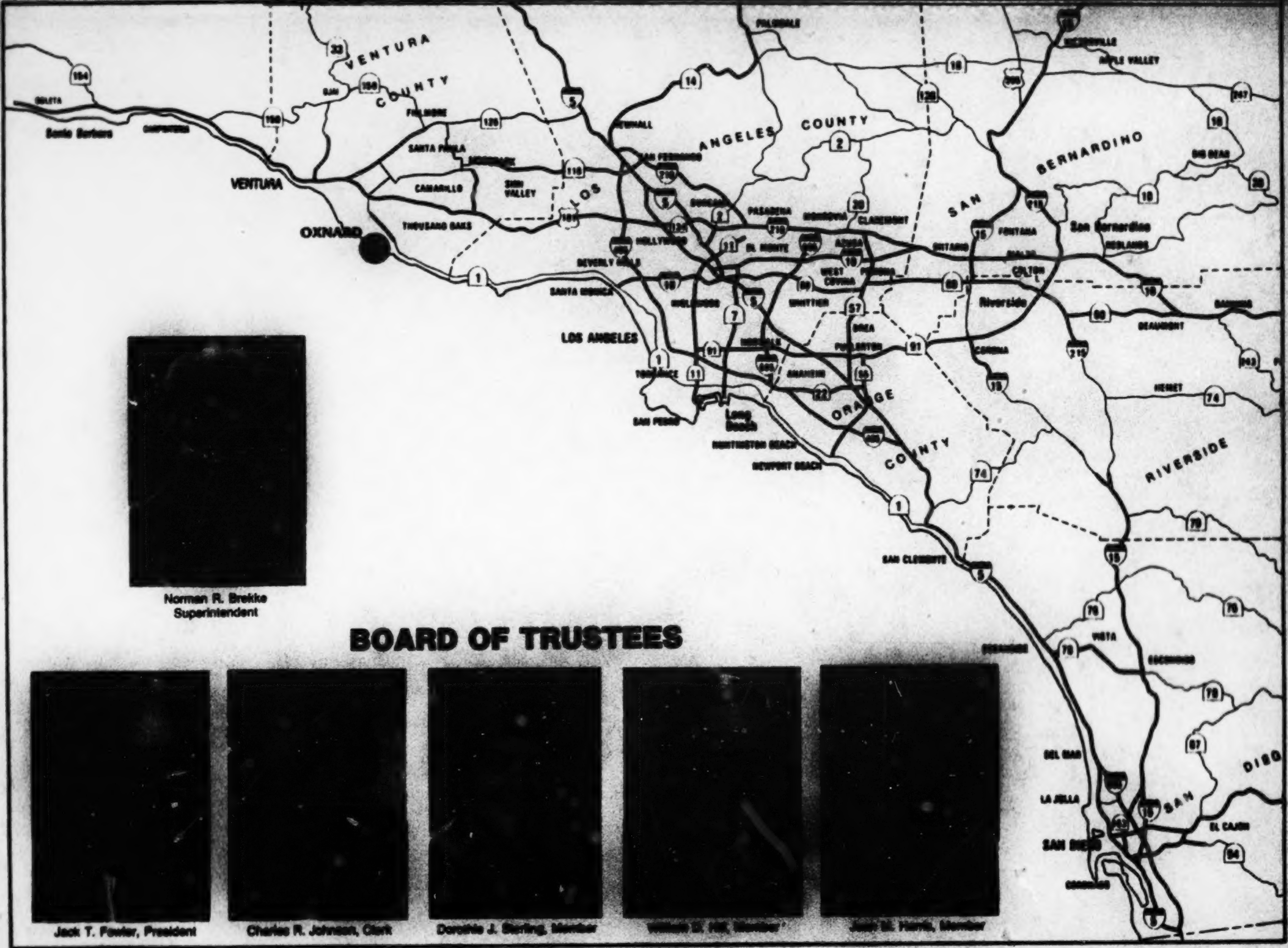
- Time for Results: The Governors' 1991 Report on Education
  National Governors' Association
  Hall of the States
  400 North Capitol Street
  Washington, D. C. 20001-1532

Visitations

The Oxnard School District is always pleased to welcome visitors and to assist those who seek information on YRE. Arrangements for visitations can be made by contacting the Office of the Superintendent at (805) 487-3918.

> A school administrator, a school board too, it has been said, is as cautious as an Indian elephant. When the elephant comes to a bridge, he tests it first with his trunk. If it holds firm, he plants his front feet on top. If it still stands, he sits on it. After that, he sends another elephant over first.

We continue to be grateful to those YRE schools we visited in 1975 and 1976; they showed us that it could be done! There was great comfort in observing those who had already "crossed that bridge".



Norman R. Brekke
Superintendent

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Date Filmed

March 29, 1991